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ABSTRACT

The collection of essays on use of languages across the curriculum (LAC, LxC) at the State University of New York at Binghamton includes: "Language Resource Specialists as Agents of Curricular Internationalization (An Overview and Evaluation of Binghamton University's LxC Program)" (H. Stephen Straight); "'But Do They Learn French?' (A Case Study of the Language Enhancement Effects of LxC)" (Marilyn Gaddis Rose); "Foreign Languages and the Teaching of United States Immigration History (LxC in History 264: Immigration Ethnicity in U.S. History)" (Thomas Dublin); "Use of Languages across the Curriculum in the Environmental Sciences (LxC in Environmental Studies 101, 201, and 320)" (Peter L. K. Kneupfer, Claudia C. Carabajal); "International Business and Languages across the Curriculum (LxC in IBUS 520: Introduction to International Business)" (George H. Westacott); "Foreign Languages (LxC) and the Understanding of Political Systems (LxC in Political Science 113: Introduction to Comparative Politics)" (James C. Hurban, Benedicte Loehen, Valeri Vassiliev); "Expanding the Global Community: Languages across the Curriculum" (Hurban); "Strategies for Handling Presuppositions in Political Texts" (Vassiliev); "Networking Discourse Communities across the Curriculum (An LAC Journey Toward the Twenty-First Century); "Virginia M. Fichera); "'Dime un Cuento/Tell Me a Story' (LAC in English 385: Children's Literature)" (Jean Troy-Smith); "'What Is This Thing Called Love--Exactly?' (LAC in English 368: Mythology in Literature)" (Denise M. Marshall); "Interdependence, Interaction, and Influence (LAC in Communication 240: Group Interaction and Discussion)" (John Kares Smith); "One Hundred Years of Neglect: The Silence of Language in History (LAC in History 214 and 215: Early and Modern Latin America)" (Carlos Perez); and "The Business Capstone Course: To Change or Not To Change Is No Longer the Question! (LAC in Business 495: Management Policy and Simulation)" (Maria A. Corso). (MSE)



Using Languages Across the Curriculum

Translation Perspectives X
1997

Center for Research in Translation
State University of New York at Binghamton

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**Using Languages
Across the Curriculum**

**Translation Perspectives X
1997**

Edited by

Virginia M. Fichera and H. Stephen Straight

Using Languages Across the Curriculum:
Diverse Disciplinary Perspectives



Center for Research in Translation
State University of New York at Binghamton

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Managing Editor: Marilyn Gaddis Rose
Center for Research in Translation
Binghamton University
P. O. Box 6000
Binghamton, New York 13902-6000 USA
Voice: 607-777-6726
Fax: 607-777-2280

CRIT Executive Committee 1996-97: Carrol F. Coates, Peter Cocozzella, Anthony Preus, William H. Snyder, H. Stephen Straight, Lawrence D. Wells

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Introduction

VIRGINIA M. FICHERA
AND
H. STEPHEN STRAIGHT

The fourteen essays that appear in this volume highlight the many ways in which the use of materials in more than one language can contribute to teaching and learning by helping disciplines to include perspectives from various languages and cultures in their vision of the world and search for understanding, both humanistic and scientific. While the use of more than one language throughout the curriculum occurs without notice in much of the world, American education typically exhibits a relatively isolating English monolingualism. *Languages Across the Curriculum* (LAC) seeks to establish new mechanisms for the incorporation of diverse linguistic and cultural points of view into a wide variety of curricular contexts.

Languages Across the Curriculum (TP 7) and Using Languages Across the Curriculum (TP 10)

As contributions to the growing body of publications on LAC, the essays that appear here as *Translation Perspectives X* (TP 10) constitute a sequel to, but in no way a replacement for, the well-received *Languages Across the Curriculum* (Straight, ed., 1994; reviewed by Freed 1996), which appeared as *Translation Perspectives VII* (TP 7), the best-selling volume in the history of the *Translation Perspectives* series. Like any good sequel, the present work provides new readers a quick recapitulation and updating of some of the basic points of the previous volume (in this introduction and in the first chapter) while differing from that work in a number of ways.

We can characterize the differences between the two volumes as follows: TP 7 consisted of a set of nine essays by distinguished experts in second language education who were asked to comment on a pair of lead-off essays describing Binghamton University's innovative Languages

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Across the Curriculum (LxC) program. TP 10 provides an overview and evaluation of the Binghamton program but goes beyond the LxC example and emphasizes the multiple curricular effects of the Languages Across the Curriculum movement with eleven essays by faculty representing the "Diverse Disciplinary Perspectives" promised in the subtitle to this volume. While TP 7 highlighted the views of language professors concerning their contribution to the LAC enterprise, TP 10 assembles voices from the multiplicity of disciplines that serve as equal partners in this expanding national effort.

The first two chapters present an updated history and detailed description of Binghamton University's LxC program (by Straight) and a discussion of LxC's language-enhancement effects (by Marilyn Gaddis Rose). The remainder of Part One consists of six essays by faculty and graduate students who participated in Binghamton's program during its developmental phase, beginning as early as 1991 with a pilot project funded by NAFSA: The Association of International Educators, and continuing in 1992-95 with funding from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). These six chapters describe the content and outcomes of LxC study-group options in history, environmental studies, international business, and political science.

Part Two follows the same pattern as Part One, but with a shift from Binghamton University to one of its sister campuses in the State University of New York, the vanguard "adapting campus" in the LxC Select consortium, SUNY-Oswego. After an introductory essay by Virginia M. Fichera, founder of Oswego's Languages Across the Curriculum (LAC) program, five SUNY-Oswego faculty describe their experiences with LAC in literary studies, communication studies, history, and business.

From Binghamton University's LxC to SUNY's LxC Select

LxC Select, which came into being in February 1996 as a seven-campus FIPSE-funded project, had its origins in a Binghamton-Oswego collaboration that began in 1992. Virginia M. Fichera was introduced to LxC Associate Director Marilyn Gaddis Rose by Carrol F. Coates at the Nineteenth Century French Studies conference he co-chaired with Rose at Binghamton University. When Fichera spoke to Rose about the newly-minted LxC flyer that Rose had left on an information table, Rose suggested she contact H. Stephen Straight. This led

to a series of conversations that resulted in Fichera's participation in ACE's NEH-funded Spreading the Word II project in 1993-95 (the sequel to the 1991-93 Spreading the Word I project in which the Binghamton LxC directors had participated) and in Fichera's adaptation of the LxC model to the situation of a comprehensive college in the SUNY system.

This successful mentoring relationship and fruitful collaboration created confidence that a larger collaborative effort could succeed within SUNY, especially with the rise of a technological infrastructure and system-wide pressures for inter-campus cooperation. Fichera has particular interest in asynchronous computer-based technologies, most notably the World-Wide Web, for the creation and sharing of learning materials and the products of learning. Straight has particular interest in synchronous distance-learning technologies, most notably interactive videoconferencing, for the pooling of student demand and resource-specialist resources for the delivery of a wide variety of LxC-style study-group opportunities across institutional boundaries. This complementarity of vision concerning the expansion of the horizons of the LAC world led Straight to turn to Fichera for assistance in May 1995 when he initiated a multi-campus proposal for a SUNY collaboration under FIPSE's new "Special Focus Projects for Disseminating Proven Reforms". In the end, all four of the doctoral campuses (Albany, Binghamton, Buffalo, and Stony Brook) and three of the thirteen four-year colleges of SUNY (Cortland, Oswego, and Potsdam) had signed on to the LxC Select venture. The technology emphasis of the project was indirectly confirmed by the fact that, after a frantic couple of weeks of phone calls, faxes, and express-mail communications with sixteen different SUNY campuses, Straight looked in his notes for e-mail addresses for the prospective campus team leaders and discovered that he already had them (though he had not asked for them) for all six of the campuses that were in the final submission, but not for any of the others.

Just as the LxC Select grant was being approved by FIPSE, and well before the LxC Select kick-off videoconference in February 1996, NEH announced that it would fund "Next Steps", an eighteen-month Languages Across the Curriculum follow-on project to ACE's two previously-mentioned NEH-funded "Spreading the Word" language-education projects. As Binghamton was one of the twelve colleges and universities included in Next Steps, ACE agreed to include Fichera — the "first among equals" in the new LxC Select consortium — on the "Binghamton" team for the Next Steps kick-off conference in Washington in October 1995. All of the members of that team (Dublin,

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Fichera, Gaddis Rose, Knuepfer, Straight, and Westacott) have contributed essays to the present volume. With the onset of the LxC Select consortium, Fichera recruited five Oswego faculty to contribute essays relating their LAC experiences in her program.

Fichera has also teamed up with Robert Ponterio of SUNY-Cortland (co-owner, with Jean LeLoup, of the FLTEACH: Foreign Language Teaching Forum Web site and listserv, and leader of Cortland's LxC Select team) to conceive the Languages Across the Curriculum Multimedia Development Project, funded by the SUNY Office of Educational Technology, for the development of World-Wide Web sites in support of LxC Select courses. In addition, as part of the project, SUNY-Stony Brook's LxC Select team leader, Mikle D. Ledgerwood, will conduct a survey and analysis of the technology facilities available to the consortium at the seven LxC Select campuses.

SUNY's LxC Select consortium thus has several advantages: its member institutions are in a single university system, its founders are scholar-teachers whose fields of specialization and commitment to inter-institutional dialogue are intertwined, and its participants exhibit a strong propensity for future-oriented thinking about higher education.

From LxC Select to "Net Gain"

Consortia are not new to higher education. They are born of an understandable desire to maximize access to resources and minimize costs by developing collaborative educational programs. However, the circumstances and purposes of LAC provide a further set of reasons for the formation of consortia: A campus cannot internationalize its curriculum in an isolated cell, on a campus and for a campus. The internationalization and globalization of academia necessitate a broadening not only of the content of curricula but of their structures as well. What LAC teaches the student and the professor is that every university is a university without walls, that every discipline is international and multilingual, that knowledge is a product of culture as well as of mind, and of the globe as well as of the individual.

The LxC Select consortium constitutes a new collaborative variant among the Languages Across the Curriculum programs across the nation. It has its origins in a distinct LAC program model (LxC, begun with funding from NAFSA and developed in full under a grant from FIPSE), but it has benefited from the broader range of models represented in the three NEH-funded LAC projects organized by the American Council on Education: *Spreading the Word I* (1991), *Spreading*

the Word II (1993), and Next Steps (1995). While Spreading the Word I and II employed a short-term mentor-mentee relationship between institutions, and Next Steps consolidated and strengthened LAC efforts through general information- and idea-sharing among a dozen institutions across the country, LxC Select seeks to establish a long-term multi-campus LAC collaboration structured around the new perimillennial communication and information-sharing technologies.

Thus, in October 1996 LxC Select became the "trailblazer" for another ACE-organized effort, a thirty-three-campus dissemination project known as Net Gain. Funded by FIPSE's Comprehensive Program and featuring eight of the twelve Next Steps institutions as "hub" campuses, Net Gain links each of the seven other hubs to three-to-five "spoke" campuses in collaborations comparable in structure to LxC Select. The LAC "Declaration of Principles and Practices" (appended to this Introduction), which emerged from the Net Gain opening conference, provides an overview and summary of the goals and implementation of a national LAC effort. In light of these developments, the examples of LAC programming described in the following essays constitute the barest beginnings of a set of LAC possibilities that are only now coming into being through the efforts of college and university faculty across the country.

The LxC Select consortium is thus simply the first of the many Languages Across the Curriculum consortia which are forming in the nation. Brown University has set up a Web site (<http://www.language.brown.edu/LAC>) to serve as a national clearinghouse for Languages Across the Curriculum materials and methods. All of the essays in this volume attest to the importance of the use of languages across the curriculum in each of the contributors' disciplines. We look forward to a continuing stream of such essays as these, and to the establishment of a thriving national, and even global, "web" of shared LAC activities in all languages and all disciplines at all levels of linguistic proficiency and disciplinary inquiry.

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Appendix

Languages Across the Curriculum: A Declaration of Principles and Practices

from the *Languages Across the Curriculum World Wide Web Page*,
<http://www.language.brown.edu/LAC>, 1996

Languages Across the Curriculum (LAC) refers to the practice through which the study and use of languages take place throughout the curriculum. Its purpose is to prepare students for the cross-cultural and multilingual demands and opportunities of a global society. LAC is appropriate at all levels of education.

Goals

The long-term goal of LAC is to integrate multiple languages into the teaching of all disciplines in order to enrich their intercultural and international content. The short-term goal is to enlist the support of faculty and administrators to expand opportunities for the content-specific acquisition and discipline-focused use of language and cultural knowledge by students regardless of their chosen areas of expertise and inquiry. Cross-cultural and multilingual inquiry leads to a more complete learning experience and provides a basis for comparative understanding unavailable when students and faculty are limited to the use of resources in only one language. Learners develop a deeper and more precise understanding of a new language and culture by studying how that language and culture address precisely defined topics about which they have already established a certain familiarity in their native language.

Means

In some instances LAC involves non-language faculty working independently to enable students to use their language skills in the pursuit of knowledge and skills in other domains. In a social studies class, for example, students might read portions of de Tocqueville's *L'ancien régime et la révolution*. In an engineering course, students might study excerpts from *Fachkunde Kraftfahrzeugtechnik*. Students in international business in a school of management might read selections from *Tratado de libre comercio de America del Norte* in preparation for classroom discussion of the North American Free Trade Agree-

ment. Health care and social work students might learn how to interview recent immigrants from various language backgrounds in a clinical setting.

In other instances LAC involves joint efforts by language and non-language faculty teaching cooperatively in any of their respective departments. The potential range for integrating learning resources in multiple languages across the curriculum has no limits. Materials can range from classic philosophical texts to popular media, including videos and websites from around the world. Finally, the student experience may be designed and led by individual faculty members, by interdisciplinary teams of faculty, or by qualified students.

Rationale

1. Understanding of a given culture and its documents and artifacts is greatly enhanced through a knowledge of its language.
2. A curriculum that includes materials in multiple languages provides access to a wider range of perspectives, encourages greater depth of exploration, and opens the door to greater understanding.
3. The use of materials in multiple languages significantly enhances any and all disciplinary inquiry.
4. Languages Across the Curriculum enhances cross-cultural competence and the ability of students to function in an increasingly multicultural society and a globalized economy.

Dimensions and Domains of LAC Programming

1. LAC encourages students and faculty to view their studies in a global context and to venture beyond their own cultural and linguistic borders in order to gain additional perspectives and additional knowledge.
2. LAC bridges existing curricular and disciplinary boundaries, creating a more integrated learning environment and energizing the disciplines in new ways.
3. By integrating the use of multiple languages into disciplines across the curriculum, LAC reinforces the centrality of language study at all levels of education.
4. LAC challenges faculty, students, and administrators to place a higher value on the language proficiency of bilingual students and faculty.

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5. LAC expands the number of graduates who are able to carry out work in their major area of study in more than one language and has the potential to create a larger workforce of bilingual and multilingual professionals.

Endorsements

This Declaration of Principles and Practices was adopted by the Consortium for Languages Across the Curriculum (CLAC) at its founding meeting in Providence, Rhode Island, November 1, 1996. We the founding members invite others to join the Consortium by contacting Frank Ryan at Brown University (mail: Center for Language Studies, Box E, Brown University, Providence, RI 02912-9705, fax: 401-863-2551, e-mail: Frank_Ryan@brown.edu).

Editors' Note: The version of the present document that appears in the *Languages Across the Curriculum World Wide Web Page* concludes with a list of the November signatories of the Declaration. *N.B.:* All copies of this declaration — which may be freely reproduced as long as the text remains unchanged — must be accompanied by a full citation of the LAC World-Wide Web Page as given at the beginning of this Appendix.

PART ONE

*Using Languages Across the Curriculum
at a Research University*

Language Resource Specialists as Agents of Curricular Internationalization (An Overview and Evaluation of Binghamton University's LxC Program)

H. STEPHEN STRAIGHT

This chapter provides the historical and structural context for the seven subsequent chapters in this book by Binghamton University faculty and graduate students involved in Binghamton's Languages Across the Curriculum (LxC) program during its first five years (1991-96). This chapter also summarizes quantitative evidence — drawn from surveys administered to program participants — of LxC's effectiveness as a language-use enrichment of the courses it has supported. In a separate essay following this one, the program's founding associate director Professor Marilyn Gaddis Rose reviews test-based evidence of LxC's success as a means of improving student participants' reading skills in languages other than English. In an appendix to the present chapter, Gaddis Rose presents evidence that LxC has had a "ripple effect": The program has spurred faculty to include materials in languages other than English in their courses even without LxC's direct involvement.

Like other curricular innovations of recent years, LxC follows the example set by the "Writing Across the Curriculum" movement of the last decade, which sought to make every class a writing class. The long-term goal of LxC is to enable students to use any foreign language they know in any class at any level anywhere in the university curriculum. To work toward this goal, Binghamton's LxC program introduces a new ingredient: language resource specialists.

— excerpt from LxC program flyer (the text of which derives largely from Straight *et al.*, 1994)

Originators and Benefactors of Binghamton's LxC Program

The first public event in the history of Binghamton's Languages Across the Curriculum program occurred in Summer of 1991: a day-long faculty/staff seminar on the LxC idea. With financial support obtained by Marilyn Gaddis Rose, Distinguished Service Professor of Comparative Literature, from the New York State/United University Professions (NYS/UUP) Committee on Professional Development and the Quality of Working Life (PDQWL), a group of faculty and international student services professionals from throughout the State University of New York met at Binghamton to discuss the prospects of employing international graduate students as agents for the multilingual enrichment of higher education. The idea for this innovation had however arisen eighteen months earlier in a chance conversation I had with Ellen H. Badger, director of the Office of International Student and Scholar Services.

For a number of years, as a member of the Anthropology Department and Director of the interdepartmentally staffed Linguistics Program, I had been requiring students in my upper-division linguistics courses to cite non-English sources in their term papers. As juniors and seniors in Binghamton's Harpur College of Arts and Sciences, my students had all fulfilled Harpur's three-semester language requirement — usually by means of high-school level language study, but, like most of their classmates, they felt that their investment of time and energy had brought no curricular return. They were at risk of joining the preponderance of college graduates who leave college with fewer functional skills and less

language-based content knowledge than they had when they entered college. Harpur College required that students study a language but then provided no follow-through on that study for the vast majority of students who take no courses in a language beyond the required three semesters. After some understandable resistance at first, students in my

Requiring more students to take language courses is almost certainly not the answer. In a 1991 position paper titled "A National Plan for a Use-Oriented Foreign Language System," Richard D. Lambert, director of the National Foreign Language Center, observed, "We expend almost all of our national resources for foreign language learning on first-time, low-level language learning among high school and college students, then watch those minimal skills decay and disappear through lack of use or reinforcement. . . . We need a set of institutions that will reinforce and build upon past language learning" (1991: 3).

linguistics courses demonstrated that they not only could make effective use of their existing language skills but also that the use of those skills in the pursuit of knowledge in a course they had taken for quite other reasons than language study actually reinforced and enhanced their bilinguality in unexpectedly powerful ways.

Having described my experience to Badger, I went on to wonder aloud what the University might do to increase the number of students who make meaningful academic use of their existing skills in languages other than English. I had just written a brief essay describing my experience and insisting that "Languages must be taught 'across the curriculum' to insure that students develop functional skills" (Straight 1990). I explained to Badger that my own background as a Ph.D. linguist who had studied six languages predisposed me to the challenge of helping students make effective use of whatever languages they happen to know. However, I continued, few of my colleagues would relish the prospect of turning students loose on non-English sources that the faculty themselves could not understand, and even fewer would possess the necessary language-teaching skills and cross-cultural knowledge desirable for making the most of such sources. How, I asked Badger, could the University help students use their linguistic skills in courses outside of the language departments?

Badger's response was immediate: Why not enlist the help of international graduate students? Within a matter of minutes, the basic idea behind Binghamton's LxC program had emerged: International graduate students, with appropriate linguistic, cultural, and disciplinary background, devise substitute assignments in an existing course and — with training and support from specialists in language pedagogy — help students understand the non-English content of those assignments and relate the assignments to the course content as a whole.

In early 1990 Badger and I turned to Professor Gaddis Rose, who directs Binghamton's Center for Research in Translation and its Translation Research and Instruction Program, for help in the development of the LxC idea. Working in concert — with each of us taking primary responsibility for this or that initiative — we applied for a number of external grants to provide the resources necessary to design and implement a program. Professor Gaddis Rose's successful application for the Summer 1991 seminar — with participants drawn from Badger's list of SUNY colleagues in international student services — constituted the first fruit of this effort. The second was a \$5000 grant Badger obtained from NAFSA: Association of International Educators with funds provided by the United States Information Agency, which supported a pilot project in Fall 1991.

On the strength of these initial efforts, and with additional encouragement and assistance — most especially from Brown University's Frank Ryan — through participation in a 1991–93 national foreign-language curriculum improvement project, "Spreading the Word", organized by the American Council on Education and funded by the National Endowment for the Humanities, we at last obtained a \$260,000 grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). This grant, plus \$240,000 in cost-sharing from the University, supported a three-year program-development project beginning in Fall 1992. Since Fall 1995 the LxC program has been completely supported by internal University funds.

From the very beginning of our development of the LxC idea we have worked to disseminate it and to support the expansion of Languages Across the Curriculum (LAC) efforts on other campuses (Badger, Gaddis Rose, and Straight 1992, 1993; Straight ed. 1994; Jurasek et al. 1995; plus a score of presentations at national and regional conferences and individual campuses). As described below, Binghamton has participated in a number of LAC initiatives, involving a total of perhaps 50 different colleges and universities across the country, most notably the seven-campus SUNY LxC Select project that provided the major stimulus for the present volume of essays by faculty from the two best-established LAC programs in the SUNY consortium. (See the Introduction for further details concerning LxC Select and other LAC activities in which Binghamton University is involved.)

The key to the success of Binghamton's LxC program lies in its solution of the resource problem. Although language faculty typically possess considerable expertise beyond their areas of scholarly specialization, few would feel comfortable preparing and implementing assignments in more than a small number of disciplines. Similarly, nonlanguage faculty typically possess the linguistic proficiency to employ non-English materials in their courses. However, few would feel comfortable doing so in more than one or two languages. Fewer yet possess the breadth and depth of cultural knowledge to make the most of non-English sources. But another group of people on campus do possess the disciplinary, linguistic, and cultural proficiencies to do the job: international graduate students.

The Rationale and Operational Structure of LxC

The LxC program takes its primary reason-for-being from one of Binghamton University's longstanding institutional goals, recently reaffirmed and elaborated in *A Plan for the Future: The State University of New York at Binghamton*: "... Binghamton recognizes that it must become a fully internationalized institution. Its instructional, research, and outreach programs must incorporate extensively the knowledge and perspectives of other countries" (Strategic Planning Council 1996:1). This institutional goal derives in turn from longstanding national recognition that higher education must do more than it historically has to prepare college graduates for insightful thought and effective action in a global environment (American Association of State Colleges and Universities 1984; American Council on Education 1983, 1989; Council on International Educational Exchange 1988; Goodwin and Nacht 1991; Groennings and Wiley 1990; Sovern 1983; most of which are cited and discussed in the context of foreign languages in American higher education in Smith 1990).

The welcome collapse of the First World/Second World rivalry for domination has brought with it both greater nation-by-nation autonomy and greater international interdependence. In the process, participants in the global communications environment have asserted their fundamental multilinguality and multiculturalism. The United States stands in an enviable if largely unrecognized position to lead the way in the creation of an educated multilingual, multicultural population that could function very effectively in the

As the saying goes, if you want to buy something, any language will do, but if you want to sell something — be it a consumer product or a political precept — you must learn the language of your customer. We are not selling well these days, and we are also not learning as much as we could about how other people work, think, and feel. Our monolingualism is an expensive exception in a multilingual world.

The failure of our educational system to produce multilingual and intercultural competence has inhibited our nation's international effectiveness. Stunning opportunities and staggering challenges abound in a "global village" characterized by increasingly multinational commerce and industry, urgently interdependent ecology, multicultural artistic and intellectual activity, and frightening cultural and political conflicts. We have repeatedly found ourselves lacking the human resources needed to interact effectively across the world's many linguistic and cultural boundaries.

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emerging global commercial and cultural polity, "New World Order" or not.

The end result is that since Fall 1991 — beginning with the NAFSA pilot project — international graduate students have served as Language Resource Specialists (LRSs) to prepare and implement substitute assignments utilizing materials in languages other than English in dozens of undergraduate courses in all three divisions of Binghamton's Harpur College of Arts and Sciences and in selected undergraduate and graduate courses in the School of Management. By the end of the Spring 1996 semester the LxC program had provided opportunities for the meaningful use of languages other than English in over three dozen courses to more than 1300 Binghamton undergraduates. (A list of LxC-supported courses and the LxC enrollments in each appears in the accompanying table.)

LxC employs international students as language resource specialists to prepare undergraduate class assignments in their areas of study. LxC assignments are thus characterized by disciplinary sophistication, linguistic accuracy, and cultural authenticity.

LXC-SUPPORTED COURSES, FALL 1991–SPRING 1996

<u>Fall 1991</u>	TITLE	NUMBER OF PARTICIPANTS/ LANGUAGES ¹
BLS 411	Business and Society	6/1
ENG 280	Modern British and American Literature	3/1
ENVI 101	Environment and Man/Woman: Ecological Perspectives	28/2
IBUS 311	Introduction to International Business	45/5
PHIL 441H	Gender and the State	3/1
PLSC 120	The Practice of Rights	9/2
QMMG 111	Statistics for Management	<u>11/1</u>
		105/5
<u>Spring 1992</u>		
IBUS 520	Introduction to International Business (graduate course) ²	30/5
<u>Fall 1992</u>		
IBUS 520	Introduction to International Business (graduate course)	25/3

Spring 1993

COLI 212	Literature and Music	5/1
ENVI 102	Environment and Man/Woman: Physical Aspects	13/3
IBUS 311	Introduction to International Business (two sections)	87/5
IBUS 520	Introduction to International Business (graduate course)	13/3
LING 214	Language, Sex, and Gender (two sections)	23/3
MKTG 570	International Marketing (graduate course)	23/4
SOC 263	History of Human Services	<u>5/1</u>
		169/5

Fall 1993

ACCT 455/555	Advanced Accounting Theory (two sections)	119/6
ENVI 101	Environment and Man/Woman: Ecological Perspectives	7/1
HIST 106	Introduction to East Asian Civilizations	5/2
HIST 380F	AIDS	4/1
IBUS 311	Introduction to International Business (two sections)	101/6
IBUS 520	Introduction to International Business (graduate course)	21/6
PSYC 220	Developmental Psychology	4/1
THEA 101	Introduction to Musical Theatre	<u>11/2</u>
		272/6

Spring 1994

ACCT 581B	International Accounting (2-credit graduate course)	10/3
HIST 264	Immigration and Ethnicity in U.S. History	28/4
IBUS 311	Introduction to International Business	56/6
IBUS 520	Introduction to International Business (graduate course)	20/6
LA&C 385	Environmental Problems in Latin America	3/1
PLSC 113	Introduction to Comparative Politics (two sections)	3/1
PSYC 220	Developmental Psychology	12/2
PSYC 473Q	Psychology from a Cultural Perspective	2/1
SOC 360	Religion, Self, and Society	4/2

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WOMN 380Z	Latin American Women and Their Communities	<u>4/1</u> 142/9
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Fall 1994

ENVI 101	Environment and Man/Woman: Ecological Perspectives	33/3
HIST 264	Immigration and Ethnicity in U.S. History	11/3
IBUS 311	Introduction to International Business (two sections)	56/7
IBUS 520	Introduction to International Business (graduate course)	25/5
PLSC 113	Introduction to Comparative Politics (two sections)	13/3
PLSC 220	Developmental Psychology	107/2
SOC SCI	Social Sciences Study Group (graduate students)	5/1
SOC 263	History of Human Services	6/1
THEA 101	Introduction to Musical Theatre	<u>17/2</u> 273/10

Spring 1995

ENVI 201	Environment and Man/Woman: Psychological Aspects	3/1
ENVI 320	Energy and Environment	6/1
IBUS 311	Introduction to International Business	47/3
IBUS 520	Introduction to International Business (graduate course)	13/4
PSYC 220	Developmental Psychology	<u>53/3</u> 122/5

Fall 1995

ENVI 101	Environment and Man/Woman: Ecological Perspectives	33/2
HIST 106	Introduction to East Asian Civilizations	2/1
HIST 264	Immigration and Ethnicity in United States History	7/2
IBUS 311	Introduction to International Business	14/2
IBUS 520	Introduction to International Business	18/4
THEA 101	Introduction to Musical Theatre	37/2
SOC 340	Women and U.S. Criminal Justice System	<u>4/1</u> 115/5

Spring 1996

BIOL 104	Diversity of Life	7/2
ENVI 201	Environment and Man/Woman: Physical Aspects	12/2
ENVI 320	Energy & the Environment	9/1
HIST 186A	Modern World History	7/2
PLSC 113	Introduction to Comparative Politics	7/2
PLSC 117	Introduction to World Politics	11/2
SOC 240	Women of Color in the US	4/1
SOC 100	Introduction to Women's Studies	3/1
IBUS 520	Introduction to International Business	<u>10/2</u>
		70/3
GRAND TOTAL		1323/11

¹ Enrollments and languages are expressed as "X/Y", where X = the number of LxC participants in the course and Y = the number of languages supported. Where Y = 1, the language was almost invariably Spanish; when Y > 1, the top two languages were usually Spanish and French. The total number of different languages supported has to date been eleven: Chinese, English (as a second language), French, German, Greek, Hebrew, Italian, Japanese, Korean, Russian, and Spanish.

² LxC in IBUS in Spring 1992 was supported entirely by the School of Management, largely through the contributed efforts of George Westacott, who has had LxC study-groups in one or more of his courses every semester since Fall 1991.

As a language-use (as opposed to language-instruction) initiative, LxC has from the outset tailored its assignments to the intermediate-level reading skills of Binghamton's typical undergraduate. Discussion and any written assignments drawing upon LxC materials have taken place predominantly or exclusively in English, and the non-English language of the assignment is used in weekly course-specific study-group meetings only to the extent appropriate to the participants' fluency in the language. LRSs — numbering a dozen or more each semester — must enroll in a zero-credit "LxC Seminar" that meets several times each semester, to receive instruction in the preparation and implementation of assignments and to engage in problem-solving and idea-sharing discussion with their peers and with the program directors.

LxC enrollments in targeted courses have ranged from five percent to sixty percent of enrolled students, not counting the few cases in which LxC participation was required of all enrollees, a circumstance about which I will say a bit more in a later section of this chapter. Although — as this enormous range indicates — we have not been able to predict the attractiveness of the LxC option very well, through the 1995–96 academic year we maintained a perfect record in satisfying student requests for all languages for which there was sufficient demand to justify the formation of an LxC study group.

Binghamton University students are generally well prepared for LxC participation on the strength of their pre-college language study. As the smallest but perhaps most selective of SUNY's four research universities, Binghamton attracts high-achieving New York State high-school graduates plus a growing number of out-of-state students: Fall 1995 first-year students at Binghamton University had combined (Verbal/Quantitative) SAT scores of 1,223 (recentered; national average: 902), a mean high school average of 92.1%, and very high standings in their high school graduating classes: 59% in the top tenth, 89% in the top fifth (Binghamton University Facts and Figures, http://www.binghamton.edu:80/about_BU/facts.html, updated/reviewed 01/18/96). Since 1990, the New York State Board of Regents has required school districts to offer language study beginning in the seventh grade and required high school students to complete a minimum of three years of language study in order to obtain the college-preparatory Regents Diploma. As one of the most selective institutions of higher education in the State of New York (and among the most selective public universities in the country), Binghamton enrolls first-year students who for the most part — because they are predominantly products of New York State public schools — have satisfied the University's three-college-semester or three-high-school-year language requirement a year or two prior to

"We learned a lot of new vocabulary and learned to understand general meaning without having to understand every single word."

"I learned how to interpret difficult words and find the main idea of articles."

"The [LRS] helped us understand that the language is not a barrier to being able to interpret ... the meaning ... without a lot of knowledge in the language. ..."

Major benefits of LxC include:

"... the concept of not looking up words you don't understand, but to reason out the meaning of the sentence."

"... learning to understand ... without direct translation."

— end-of-term student
comments on LxC

admission into college, and they have usually studied Spanish, the language most school districts have found it easiest to offer from the seventh grade on.

These facts have resulted in a general rustiness and/or low level of non-English literacy skills in LxC participants and in a preponderance of Spanish in LxC study groups. The use of English as the medium for discussion — which the research on content-expressive abilities would support even if participants' linguistic skills were far better than they are (Wolf 1992) — does ameliorate this situation to some extent, but LxC assignments often require considerable LRS preparation and explication to make the materials intelligible to participants. Furthermore, although LRSs maintain a central focus on the *content* of the assignments, they also provide genre- and discipline-specific instruction in the application of both general reading strategies and language-specific strategies for inferring word meanings, identifying clause boundaries, and performing other linguistic processes. (See accompanying table for a compilation of items of advice for LRSs, including reading strategies we encourage them to convey.)

PRACTICAL ADVICE FOR LANGUAGE RESOURCE SPECIALISTS

Getting Clear About How LxC Works in a Specific Course

1. LRSs need to ensure that participants have a clear understanding of exactly what LxC participation will require of them. They will need to communicate the following details to all participants:

- how the LxC assignments will relate to the non-LxC course material and the syllabus
- how participants will share their LxC-derived subject-matter knowledge with others in the class (participation in discussion, special presentation in lecture)
- what role attendance at LxC meetings and performance of LxC assignments will have in calculation of the final grade
- what role the LRS will play in assigning grades, monitoring attendance, writing examinations, or evaluating participant papers
- how and when participants can stop participating without any penalty

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2. Consult widely and frequently!

- If you have any uncertainties regarding the points in item 1 above, you should seek clarification from the course instructor(s).
- LRSs should consult with course instructors concerning the possibility of attending meetings the instructors may have with Teaching Assistants, if any.
- LRSs should also invite course instructors to attend one or more of their LxC study-group meetings, if possible.
- When a course has more than one LRS, LRSs working on the same course should meet periodically with each other to share ideas about what materials to use for assignments and how to construct and implement LxC assignments.
- LRSs working in the same language in different courses should talk periodically with each other to share ideas about how to deal with linguistic and cultural issues that may arise regardless of the discipline of the supported course.

3. LRSs must become knowledgeable about the content of the course.

- *Remember, LxC is not a language-instruction program.* You should therefore focus your attention at all times on how the content of each LxC assignment relates to topics treated in the course.
- Whenever appropriate, you should attend the course lectures and/or regular course discussion of your study-group participants. The more you know about what's going on in the course, the better you can relate LxC assignments to it.
- In addition to attending occasional lectures or discussions, you should become familiar with the course syllabus and do some of the required reading.

Suggestions for the Preparation and Implementation of LxC Assignments

1. Choose materials on the basis of their linguistic and cultural authenticity as well as their relevance relevant to course content.

- You will probably find the most appropriate and accessible materials in the popular media (newspapers and magazines), but

you may also be able to use governmental documents or other more specialized materials.

- You should look closely at the required readings for the course to find passages that you might include (or refer to) in LxC assignments. These can provide a context for the LxC-specific material. In this way, LxC participants can more readily relate what they learn in their weekly study-group meetings to the rest of the content of the course, and share their insights with the instructor and with other students in the course.
- Do NOT use materials specially written for language students or nonnative audiences. In particular, you should generally avoid language textbooks, which usually contain only highly edited and sometimes very unauthentic materials. If you do find something in a language text that seems authentic, use it in its original published form if at all possible.
- Do NOT use materials that have been translated from English or some other language. Remember that LxC seeks primarily to provide international perspectives and cross-cultural insights. A text translated into the LxC-supported language necessarily fails to provide such insights and perspectives. On the other hand, when you find something that contains, in part, translations from English, provide the English original in your assignment.

2. Always give full citations of the sources of your LxC materials.

- Everything you use, no matter how short and no matter in what language, should contain a full citation. If you prepare something yourself (such as a glossary or background information), put your own name and the date on it, as well as full citations of any reference books (dictionaries, encyclopedias) from which you have drawn. (If you use the same dictionary repeatedly, you can abbreviate the citation in later assignments, but never leave the citation out entirely.)
- Even when the source contains clear but indirect indications of its origin (as when the title and issue date of a magazine article appear in the margin), you should provide a citation in standard format as a model for the development of good habits of scholarship.

3. LRSs should strive to match the assignments to the appropriate place in the course syllabus, or at least to take topics up in the same order they come up in the course.

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- When you cannot do exactly this, you should at least strive for a logical progression from assignment to assignment. You should try to make the LxC experience cumulative and coherent, whether topically or regionally.
- As you discuss new materials, always relate their contents back to previous assignments and, if possible, to the contents of forthcoming assignments. It's easier to keep track of where you are when you think periodically about where you've been and where you're going.

4. LRSs should distribute each assignment at least one week in advance of the date when the study group will discuss it.

- At the time you distribute an assignment, or the week before the group will discuss it, you may want to engage participants in a pre-assignment discussion (or "pre-reading activity"), to explore their preconceptions or background knowledge relative to the assignment topic.
- LRSs may also provide a brief oral description of the larger cultural or historical context for the target material. (You can also do this in writing, in English or in the target language. Remember to give full citations of any sources you draw on!)
- If you have found more material than you can use for future assignments, describe it to the study-group members and let THEM make the choice.

5. LRSs should provide informal feedback to participants regarding their progress with the assignments and with the language.

- Acknowledge individual and group accomplishments: good questions, clear statements, successful handling of an assignment.
- If you ask participants to hand in written work (responses to readings, summaries of major points, answers to study questions, fill-in-the-blanks exercises), give it back to them with written comments no later than the very next study-group meeting.

6. Draw out every study-group participant. Everyone has something important to say!

- *Always* sit in a circle. Eye contact has a wonderful way of forcing people to take notice of others and to respond to what others say.

- Make participants take turns writing main discussion points on the board. Don't let yourself get into an "I'm the teacher and you're my students" mode!
 - Remember that you're the study-group leader, they're the participants, and together you're seeking to relate the assignment to the course content. The participants, especially those who understand the assignment least, may often have more to go on than you do regarding how best to achieve this goal!
 - Participants who do not volunteer comments will almost always respond with something useful when asked "What did YOU think about this assignment?" Even if they respond with a dismissive remark, such as "It was boring.", you can pick up on this by asking "What would have made it more interesting?" If you convince them that you CARE what they think, participants will almost always respond by TELLING you.
- 7. Don't hesitate to inject your own personal experience into the study-group discussion.**
- Remember that we chose you as a Language Resource Specialist not only for your linguistic and disciplinary expertise but also because we believe that your personal background will contribute directly to the learning experience of LxC participants.
 - Remember also that things you may take for granted regarding the historical and social context may surprise or confuse some LxC participants. Try to anticipate these "cross-cultural moments" and help participants learn from them. (Be prepared, however, for some surprises of your own!)

Tips on Meeting the Linguistic Needs of LxC Participants

- 1. LRSs should provide contextually appropriate glosses (NOT simply dictionary definitions) for words, phrases, or sentences that participants may have trouble understanding.**
- You should be on the lookout especially for items of popular slang or technical jargon that may not appear in the dictionaries available to participants.
 - *Don't forget to provide a full citation for any dictionary or other reference source you use, and to take credit where appropriate for your own creativity.*

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2. LRSs should allow participants who can speak the language moderately well to do so either in the study-group meeting or outside of it. However, LRSs must remain sensitive to the fact that *all* participants must in the end understand all of the points that come up in study-group discussion.

- You can achieve this by providing summaries (not translations) of what has been said periodically during the study-group discussion.
- Some participants may want to hear the text read aloud, and even to do the reading themselves. However, you should never spend more than ten minutes of your weekly hour on this activity. Reading aloud does not foster reading for comprehension. Indeed, the reader often understands less of what he or she is reading than does an attentive listener.
- Do NOT correct pronunciation unless the participants request that you do so. It impedes discussion.

3. LRSs should remember that many participants can benefit from hearing the spoken language.

- LRSs may wish to read aloud some of the assignment to the class, so that they can hear how the language sounds.
- LRSs can also tape a reading of the assignment so that the participants may listen to it in the library language lab.

4. In the regularly scheduled study-group meetings, LRSs should focus on the content of the assignments, not on vocabulary or grammar.

- You can address these linguistic concerns by providing glosses or inviting participants to talk to LRSs privately about their linguistic problems or confusions.

5. Never focus on translation, either in take-home work or study-group meetings. Translation is a separate skill.

- Translation can distract participants from the main task, which is understanding.
- It can also distort their understanding by forcing them to arrive at an incomplete and inflexible rendering of what is an essentially open-ended and contextually rich cultural artifact. You should help them explore that artifact from as many different angles as possible.

- Except for occasional reminders of the approximate translation of unfamiliar words or idioms, use rough paraphrases or inferences to help participants understand difficult phrases or sentences.

Assessing the Value of Binghamton's LxC Program

As mentioned in the Introduction to the present volume, Binghamton's LxC was one of twelve Languages Across the Curriculum programs nationwide included in the American Council on Education's national "Next Steps" LAC project, funded by the National Endowment for the Humanities for an 18-month project beginning in October 1995. In anticipation of this project, the National Foreign Language Center supported a Mellon Collaborative Fellowship summer project in July 1995, led by Richard Jurasek of Earlham College. The four project

We know the LxC idea works, because we've seen its effects. Participating students keep their reading skills fresh, learn new vocabulary, and acquire valuable intercultural knowledge. Faculty find their courses energized and enriched by the influx of non-English learning materials. International students acquire new skills and attain new insights into their own areas of specialization as they share their linguistic and cultural skills and knowledge.

participants included Jurasek, Gail Riley of Syracuse University (reading-strategy specialist), me, and Andrew Cohen of the University of Minnesota (second language acquisition research specialist). The resulting LAC research agenda contains a working specification of the variables that contribute to the LAC enterprise, including a delineation of the sources of data by which LAC programs can measure the effects of LAC activities on learners. Given the variation within LAC efforts, such effects include content gains specific to the content field and target language/culture for both LAC participants and non-participants and a wide range of effects for LAC participants, including target-language acquisition, improvement, or maintenance, reading and information-accessing skills, attitudinal changes, and post-LAC behavior (e.g., more language instruction, participation in study abroad).

In the absence of a clear professional consensus regarding how best to evaluate LAC programs, Binghamton's LxC program has employed a wide range of measures of the success of its activities, none of which can claim the degree of comparability and validity required to make strong or detailed inferences regarding the educational and other effects of the program. Nonetheless, the remainder of this chapter lays

out the various evaluative evidence that we have gathered to date regarding both the content- and language-related effects of LxC participation. Tentative as many of the conclusions in this chapter may be — in the absence of fuller comparative and longitudinal analysis — there is one conclusion about which we have become completely certain: LxC participation must be optional, not mandatory.

In the initial several semesters of the program's existence beginning in Fall 1991, faculty mandated LxC participation for all students in the IBUS (International Business) 311/520 courses and in a couple of other courses in the School of Management during that same time period. Also, in Spring 1993 LxC participation was mandatory for students enrolled in one of the two sections of LING 214, Language, Sex, and Gender. Student evaluation data showed conclusively that the unwilling participants not only undermined the value of LxC study groups in these course sections relative to sections in which LxC participation was absent or optional but also negatively affected the course as a whole. Since Fall 1994 LxC participation has been voluntary in all LxC-supported classes, except that in Fall 1996 we instituted a creative compromise in the IBUS courses in which the previous troubles had occurred. From the outset we had supported a "Global English" LxC study-group in IBUS for students whose native language was something other than English and who needed ESL-style opportunities for small-group discussion in English. In Fall 1996 we required that *all* enrollees in IBUS enroll in either a regular LxC study group or a study group in Global English, focusing on assignments based on articles in business-related English-language publications from around the world. The Global English study groups thus now serve three different subgroups of IBUS students: speakers of languages other than English, would-be LxC participants whose requested LxC study-group language could not be supported for lack of sufficient demand or of a qualified LRS, and students who for whatever reason could not or would not enroll in a regular LxC study group. The good news is that fewer than ten percent of the total number of enrolled students fit into this third category. We appear to have solved the unwilling-participant problem in the IBUS courses without incurring significant decreases to LxC enrollments. This pattern may prove generalizable to other courses in which we can achieve a similar internationalizing commonality between LxC study groups and LxC-supported Global English activities, preferably led by international graduate students familiar with English-language resources from around the world.

In the meantime, however, evaluation surveys administered to student participants and language resource specialists (LRSs) in 1994–95

(the most recent academic year for which we have completed our survey data analysis) yielded interesting results. The overall rate of participant response was better than 75% (288 out of 395 participants and 24 out of 31 LRSs in nine different courses and nine different languages over the entire year).

Content Gains

- Students: *Did LxC participation increase your interest in or motivation to learn the course subject matter?*

Very much so	20% (57)
Significantly	39% (111)
Somewhat	34% (98)
Not much	6% (18)
Not at all	1% (4)

The LRSs strongly corroborated this finding:

- LRSs: *In your opinion, did LxC increase students' interest in or knowledge of the course subject matter?*

Very much so	37% (9)
Significantly	50% (12)
Somewhat	13% (3)

A preliminary transcript-analysis study, performed as a quick check to ensure that LxC participation was not actually hurting student course performance — a fear voiced by many who declined to participate — supported the above subjective reports. Spring 1994 LxC participants received — on average — grades in their LxC courses that were higher than their individual grade

Division of Science and Mathematics: Environmental Studies 101. Ecological Perspectives.

Five students meet to discuss a Peruvian magazine article about the degradation of the highland ecosystem as a result of coca production. In addition to their Spanish-English dictionaries, they have before them a glossary of environmental and other technical terms prepared by the LRS, a Colombian graduate student in the Anthropology Department.

In this study-group discussion with the LRS, who brought today's reading and many others back to the U.S. with him from Colombia at the end of a trip home, it becomes apparent that none of the students have picked up on the fact that prominent environmentalists quoted in the article are critical of American-financed efforts to destroy the coca crop, even though it is the coca-growers who are cutting down trees. With the help of the LRS, the group sees that, in the absence of effective measures to limit the sale of the produced cocaine, destruction of the coca plants simply leads to further deforestation, as the coca growers move ever higher to grow their high-priced crop.

Later that day, the participants write a summary of their study-group discussion in their course journal, to be submitted at the end of the semester, and then begin reading a new article, on air pollution in Bogotá.

point averages. Interestingly, the presence of language-instruction enrollments on a student's transcript related *inversely* to the strength of this effect, though the effect appeared regardless of language enrollments. In other words, LxC participants who were starved for language-use opportunities appear to have experienced the greatest benefits from LxC participation. We will need to explore these issues more rigorously, with a statistically significant sample and a control group of non-participants, but these initial results reassure us regarding LxC's likely benefits.

- Students: *Has LxC increased your long-term interest in the subject matter of the course?*

Very much so	15% (42)
Significantly	33% (94)
Somewhat	37% (106)
Not much	13% (37)
Not at all	3% (8)
No response	0% (1)

- Students: *Was the content of your LxC assignments well integrated into the content of the course?*

Very much so	31% (89)
Significantly	41% (118)
Somewhat	23% (67)
Not much	4% (11)
Not at all	1% (2)
No response	0% (1)

LRSs reported more uncertainty on this point:

- LRSs: *Was the content of your LxC assignments well integrated into the content of the course?*

Division of Social Sciences: History 380F: AIDS.

Four students share responsibility for a 60-minute presentation on AIDS in the Spanish-speaking world based on the readings they have done with the assistance of a Nicaraguan graduate student in sociology, the LRS for this upper-division undergraduate course. The first student presents an overview of the spread of the AIDS-causing HIV virus into the Spanish-speaking world during the 1980s, emphasizing the fact that it did not spread at nearly the same rate everywhere.

The second student provides an account of the cultural context for the spread of the virus in Latin America, including the fact that efforts to limit the spread of AIDS through communications directed explicitly at the "homosexual" community will not reach men who take the active role in anal sex, because they do not identify themselves as "homosexual".

The third student shifts the focus of discussion to Spain and, with the aid of posters and counter-posters, describes how the intervention of the Roman Catholic clerical community resulted in the abandonment of some highly creative and visible efforts to encourage the use of condoms. The fourth student compares the success of the fight against AIDS in Spain and Latin America.

When the formal presentations end, questions from the class elicit additional details regarding the role of cultural and historical factors in shaping attitudes and behaviors relative to AIDS.

Very much so	17% (4)
Significantly	46% (11)
Somewhat	25% (6)
No, not well	0% (0)
Don't know	12% (3)

Perhaps out of diffidence, or frustration over complaints expressed by some students, nearly two fifths of the LRSs could not say that the assignments they prepared were well integrated into the course content. Students appear to achieve this integration better than LRSs think they will be able to do.

Specific Language-Related Effects

- Students: *Did LxC participation increase the likelihood that you will use or acquire skills in a language other than English in the future?*

Very much so	22% (62)
Significantly	30% (87)
Somewhat	34% (98)
Not much	10% (30)
Not at all	2% (6)
No response	2% (5)

In the absence of comparative and longitudinal data (which we are now in the process of obtaining by means of a mail survey of LxC participants and a matched group of non-participants dating back to Fall 1991), we cannot conclude that these predictions are accurate or meaningful, but they certainly give us reason for hope.

- Students: *Did your work in LxC help you improve your skills in the LxC language?*

Yes, in reading, listening, and speaking	41% (117)
Yes, in reading and listening, but not in speaking	27% (77)
Yes, but only in reading	24% (68)
No, my language skills did not improve	7% (21)
No response	2% (5)

The preceding responses came as a shock. Indeed, given our commitment to a focus on content over structure and on the use of English for discussion, some of my colleagues thought that the list of possible responses invited very bad news regarding the linguistic benefits of LxC participation.

LxC study groups use English for all writing, almost all speaking, and most listening, but two thirds of participants reported gains beyond read-

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ing. These reported effects did not vary much among languages, except for Korean, in which indeed all participants were heritage-preserving students whose oral skills did allow Korean to be used as a frequent, sometimes even dominant, medium of study-group communication. Nevertheless, three quarters (13/17) of Korean respondents reported improvements in all three skills, another eighth (2/17) in listening as well as reading, and the remaining eighth (2/17) only in reading; none reported no improvement at all.

The above self-report information constitutes the bulk of our evidence regarding the language-skill gains of LxC participants. Birgit Harley recently summarized the use of self-assessment as a gauge of language proficiency as follows (1994: 695):

Among adult subjects, this form of assessment has been found to have good reliability and validity in relation to objective language tests when certain conditions are met: (a) the questions that subjects are asked are closely related to their potential situations of language use (LeBlanc & Painchaud, 1985), (b) the questions asked relate to the subjects' perceived difficulties with specific aspects of the language (Bachman & Palmer, 1989, p.23), and (c) subjects have no perceived advantage in misassessing themselves (Ready-Morfitt, 1991, cited in Peirce et al., 1993).

The LxC survey questionnaire meets all three of these conditions. The testimony of the LRSs reinforces my confidence in the students' self-reports: of 24 respondents, 8 LRSs said that LxC participation had helped students improve only in reading, 7 said both reading and listening, and 9 added speaking as well. Objective before-and-after tests of student language ability proved difficult to design, administer, and interpret, but they went in the same direction as these subjective and impressionistic reports. (See the next chapter by Marilyn Gaddis Rose for additional details regarding LxC effects on language ability.)

- Students: *Would you participate in LxC again, or recommend LxC participation to others?*

Yes, certainly	49% (140)
Yes, probably	34% (99)
Maybe	11% (32)
Probably not	2% (7)
No	2% (5)
No response	2% (5)

This last question we have asked participants constitutes the acid test of the success of LxC in its overarching goal of fostering continuing use of existing language skills. Unfortunately, we have only recently begun to compile a data base that will allow us to see how much "repeat business" we in fact get from our participants, but the above findings lead us to conclude that if only we could offer LxC support to a large proportion of courses at all levels of study, we could probably help a sizeable number of students to make regular use of their language skills throughout their college career.

Prospects for the Future

In addition to the above-mentioned measures of LxC's effects on student learning, Binghamton has tracked enrollment statistics by course, language, and semester. Enrollments achieved a manageable average of nearly 200 students per semester in 7-10 courses by Spring 1994, the third semester of FIPSE support. Given that students do not enroll in LxC-supported courses in order to participate in LxC (despite our best efforts to publicize the list of targeted courses), it appears likely — in light of the favorable student response to date — that the student demand for well-targeted LxC options could justify a large number of additional study groups. Surprisingly, language enrollments provide little indication of the level of interest in LxC: A study of Spring 1994 participants' transcripts revealed that only a small proportion (under 10 percent) are language majors, and a like proportion take language courses though they are not majors. In other

School of Management: International Business 311, Introduction to International Business.

Although two of them have had no previous exposure to German, the four members of an LxC study group meet to discuss an article in *Der Manager*, a German management magazine. Together they conclude that German corporations do not share American assumptions regarding the need for managers to know what the people they supervise actually do. In discussing their conclusions with the LRS who prepared this assignment, they learn that — because of the differences they have read about — this MBA student fears that many of the management principles he is learning in his graduate courses may not apply to the work he will do when he returns to Berlin.

In the same week they give their report, other study groups report on readings they have done in French, with the assistance of an LRS from Lyon, and in Japanese, with the help of the regular TA in the course, a finance major from Nagasaki. In the following week, other students report on their work with materials in Spanish selected by the course instructor, who is fluent in the language, and in Chinese, Spanish, Portuguese, Urdu, and other languages they know.

words, the bulk of LxC participants engage in LxC work on the strength of secondary-school or other pre-college language acquisition and/or study. The pool of likely LxC participants at Binghamton University could probably expand by at least one order of magnitude with the necessary faculty cooperation and administrative support. "Be careful what you wish for," I am warned, but I also share the sentiment expressed by Thomas Adams in his recent overview of the national LAC movement (1996: 17-18):

While many institutions announce intentions to internationalize the curriculum, espousing the objectives of cultural awareness, multiculturalism, and global savoir faire, institutions with LAC programs have breathed life into those phrases by establishing coherent and sustained opportunities for learning. Scaling the language barrier has become a collaborative enterprise that brings faculty members and students together, promoting reflection on good practice in teaching and stimulating a highly creative process of curriculum building with culture and language at its core.

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Appendix

ACROSS, OVER, UNDER, AROUND, AND THROUGH

by Marilyn Gaddis Rose

Or: what impact does the LxC presence have on the rest of the curriculum?

Far more than "trickle-down", at Binghamton we call it the "ripple effect". Perhaps "incoming tide" would be a promising yet realistic metaphor. An enrollment tally taken during AY 1995-96 of courses where material in foreign languages was systematically used¹ indicates that the "ripple" outside LxC integrated courses triples the number of students exposed to the insights and information available only in another language. (In addition, since LxC is voluntary in Binghamton's Harpur School of Arts and Sciences, within each class with LxC study groups there is a flow from those groups to the rest of the class.) The silt, to develop this conceit, is fertilizing and enriching.

These waves began forming from the LxC presence within the first year and a half, roughly Fall 1991 and AY 1992-93. Establishing LxC meant expanding curricular foreign-language consciousness among our colleagues. The consciousness modulated into conscientiousness basically in three ways:

1. Departments or programs that are committed to foreign languages but had allowed a little slippage, shored up. Comparative Literature is a good example. When an LRS who was also a departmental TA wanted to be paid an LRS supplement for using illustrative foreign language texts in an introductory course, she inadvertently uncovered a lapse in departmental policy. She was supposed to be doing that anyway. Departmental mentors took note.

2. Departments that had underplayed the need for foreign languages for lack of staff, brought them to the forefront. History provides an example here. A course on immigration attracted many first- and second-generation citizens who have been gratified to study materials in their family's first language; see Dublin, this volume. However, other departmental faculty, whose courses do not have the necessary critical mass in enrollment to warrant LxC program support, have followed Dublin on their own.

Related to the two ways above but deserving a channel of its own:

3. Departments using foreign-language texts promoted stereoscopic reading, i.e., using both the original language text and a translation of it.² At Binghamton both English and Philosophy are stellar in this

category. Martin Bidney in his large Modern Short Story course, which he considers unsuited for LRS study groups of the Binghamton model, routinely brings in sample texts from French, German, and Russian.

As can be seen by the examples above, this was a faculty response. Faculty had heard about LxC from one of us on the team or from colleagues whom we had approached. Generally, they came from disciplines where either empirical data or scholarly tradition relies heavily on foreign-language proficiency. Sometimes these were faculty who had a class where they wanted a language added to their own repertoire.

Nearly always these colleagues realized they had been passing up natural opportunities not only for calling attention to foreign languages but also for the disclosure or uncovering³ that foreign language texts provide. Now they share it. They do this most often without direct assistance from the LxC staff. At Binghamton the LxC team often speaks of empowering international students. The ripple effect has encouraged faculty to empower themselves.

The LxC team is proud to have tossed in the pebble that started the widening circles.

NOTES

1. The tally included classes offered by Anthropology; Art History; Comparative Literature; German, Russian, and East Asian Languages; History; Judaic Studies; Latin American and Caribbean Area Studies; Linguistics; Philosophy; Political Science; and Theatre.

2. To the best of my knowledge, this term was first coined by JoAnne Englebert, Montclair State College, for the Proceedings of the 1987 American Translators Association (*Closing the language gap*, ed. Karl Kummer). I subsequently developed the concept using examples from a trial course in Binghamton's Philosophy Department in "Translating in Literary Analysis: A Plea for Stereoscopic Reading", Proceedings of the 1990 ATA conference (*Looking ahead*, ed. A. Leslie Willson, pp. 415-23). The ATA conference in 1992 provided a forum for LxC; see *Frontiers*, ed. Edith F. Losa, pp. 269-72.

3. To belabor this point somewhat pedantically: by "disclosure" or "uncovering" I am trying to use a common term to render the neologism "unconcealedness" which Heidegger's translators have coined to be able to render *Unverborgenheit*, a hiding that is unhidden, revealed, discovered, made knowable. In other words, I want to indicate the meaningful mismatches or mismappings between languages even so culturally and historically close as German and English. When Heidegger is taught stereoscopically, students can better understand the semantic boundaries of the English and German texts.

H. Stephen Straight is Professor of Anthropology and of Linguistics and Director of the Linguistics Program at Binghamton University (SUNY). A sometime student of French, German, Japanese, Yucatec Maya, Spanish, and Romanian, he has lived in Mexico and Romania and published in theoretical psycholinguistics, first and second language acquisition, comparative sociolinguistics, translation theory, and other areas of scientific and humanistic inquiry. He is the co-originator (with Ellen H. Badger) and founding Director of Binghamton's Languages Across the Curriculum program. <straight@binghamton.edu>

Marilyn Gaddis Rose is Distinguished Service Professor of Comparative Literature and Director of the Center for Research in Translation and the Translation Research and Instruction Program at Binghamton University (SUNY). She is a founding Associate Director of Binghamton's Languages Across the Curriculum program.
<mgrose@binghamton.edu>

"But Do They Learn French?"
(A Case Study of the
Language-Enhancement Effects of LxC)

MARILYN GADDIS ROSE

... or Chinese, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Russian, Spanish — all languages used at one time or another in the Binghamton LxC curriculum? (If, for the sake of economy, my Francophilia may be indulged, I shall use French as the generic foreign language.)

They all can, and most do.

It should be remembered that we claim only that students will learn to recognize content-specific vocabulary while engaging with a different cultural mindset.

Sometimes this difference is rather subtle, like comparing *L'Actualité* (Montreal) with *Newsweek* (Manhattan) or even *Afrique Magazine* (Paris) and *Jeune Afrique* (founded in Tunis but now based in Paris as well). In such cases the chief difference lies in the choice of news featured, and information like this is not to be discounted because it often includes material that would not be widely reported in the U.S.

For example, how many U.S. newspapers reported that the Québécois were polled in spring 1996 on partitioning Quebec ("la PARTITION, Les Québécois disent NON!", *L'Actualité*, May 15, 1996). Or that the *beurs* formed an Islamic brigade for Bosnia in 1995 (photographed in *Jeune Afrique*, June 5-11, 1996, in traditional Islamic battle gear). Or, for that matter, how many U.S. college graduates know that the *beurs/beures* are second-generation North Africans living in France? Meeting Malawi singer Salif Keita's somewhat reproachful gaze on the cover of the May 1996 *Afrique Magazine* challenges a U.S. reader's own sense of self and other ("En Afrique les Albinos sont 'les autres'").

The felicitous fact remains that all of the students pick up French.

Students who go into LxC with only what we might call "Miss Piggy French" ("are you speaking to *moi*?") — and ACTFL calls

Novice-Low — pick up indispensable terms and learn to pronounce them. They get accustomed to the rhythm and intonation. In short, they come in at Novice-Low, and they usually exit at Novice-Mid. (If, within a year or two after completing the LxC class, they receive an assignment to a French-speaking locale, they will be conditioned, and in my opinion, well-prepared for a crash immersion course.) All without exception will be able to figure out the key words of the examples just cited — and will usually request a rapid summary from someone with better French.

Such students with better French will be available in the same LxC study group because Binghamton's LxC is geared to students who have already had some French and enjoyed it. The typical LxC student has completed either the New York State Regents high school foreign language requirement or college-level language through the beginning and intermediate levels. Some LxC students will be proficient because of life experience. Only in courses where the instructor requires LxC will there be LxC study groups with students starting at zero. In most courses since Fall 1994 — indeed, in all courses other than IBUS 520 — LxC participation is voluntary. Consequently, assignments assume that students have "already had some French and enjoyed it". "Some French" for these students usually means Intermediate-Low or Intermediate-Mid. These students maintain their knowledge of grammar and expand their recognition of idioms and vocabulary.

Students with better French will learn that some proposers of partitioning Quebec (or just partitioning Montreal) in the event of Quebec sovereignty, are proceeding from conviction, others from strategy. Salif Keita's own father, he avers, was appalled that his son and, later, a daughter were born albino because albinos, more prevalent in Black Africa than elsewhere, can be either charmed or cursed. The *beur/e* ambivalence regarding their Maghrebien heritage (the article claims they speak French with their parents) did not interfere with their loyalty to Bosnian Muslims. An advanced student will note English-language interference in the Montreal news magazine, English-oriented language influence in the Franco-African news magazines, and, more significant, a discernible ambivalence towards the West and Westerners.

Our statistics in support of such subtle nuances of performance in French, however, are suggestive and perhaps persuasive, rather than lavish or exhaustive. To date in our single-campus LxC operation, this situation has been thoroughly personnel-dependent; we have not had the expertise or the numbers of participants in various languages and courses to be able to gauge possible improvements in language performance in all LxC participants in all study groups. This is a situation

which multi-campus projects like LxC Select are set to address (see the Introduction to this volume). We are pleased overall with the performance of our Language Resource Specialists (LRSs), but to verify that LxC classes are covert language-learning experiences, we are able to put forward with confidence the record of only one course: International Business, from Fall 1991 through Spring 1995 (see Appendix) and only as taught by a single instructor: George Westacott (see his chapter in this volume). Further, the LRSs were under the supervision of a single mentor: myself. The supervision came both through a zero-credit practicum seminar which I taught and by the reports of visits the three Project Directors made to LRS-led study groups.

Based on this evidence, the answer to the question in the title of this essay is definitely "yes". Under the best of conditions, we have figures to show that language test scores improve an average of 20 to 25 percent. It is not, however, an improvement in overall language proficiency, but an informed content-cued reading ability for further study or subsequent career use.

More to the point for the development and institutionalization of LxC, this improvement just does not happen by handing students French-language magazines and newspapers on a weekly basis. At Binghamton it requires an instructor who is thoroughly committed to using LxC and to working with international graduate students who will prepare course-specific assignments built around carefully selected materials. These Language Resource Specialists (LRSs) lead the LxC study groups affiliated with the course. These LRSs must know or be taught how to design appropriate study materials in the languages needed in the course. Finally, there needs to be one or more LxC supervisory colleagues (the program director or directors) to make sure the interchanges are operating profitably.

So much to do. So little time.

But soon, we trust, with a sense of history beyond Miss Piggy's, we will be able to update Boileau: "Enfin la technologie [des langues à travers les programmes scolaires choisies] vint!" (In the 17th century, by the way, would Miss Piggy have used English for snob appeal? "Est-ce que vous me parliez, *to me*?")

Appendix

1. Test Case, Fall 1991, AY 1992-93, AY 1993-94, AY 1994-95. IBUS 520. International Business.

Instructor: George Westacott, Associate Professor of Management, is a specialist in international economics with a focus on Latin America. Professor Westacott is, by the assessment of the LxC Associate Project Director, an ACTFL/ETS Advanced in Portuguese and an ACTFL/ETS Intermediate-High in German and Spanish.

Role of LxC: Mandatory. The instructor for the Fall 1991 pilot project (Westacott) added Japanese, Portuguese, and Urdu. He kept LxC going on a reduced basis in Spring 1992, and had LxC implemented in this class immediately upon the finalizing of a FIPSE grant in Fall 1992. When possible, he adds Chinese and Hebrew, and it is at his suggestion that there is an ESL section for the international students enrolled.

Note: Although we compiled statistics only for French, German, and Spanish, the results from the other languages are comparable. In this class there were no group study sessions which used a foreign language as the medium of instruction. Thus all questions and answers were given in English.

Further, because LxC is mandatory in IBUS 520, the procedures have been governed by University Human Subjects regulations. These regulations let all students take the first test — as a personal gauge of their level of readiness — but limit the second test to students who have signified their willingness to take part in the before-and-after out-comes-measure "experiment".

Enrollment: This fluctuates around 40. There is an additional upper-division component which can share LRSs and, to a large extent, assignments. Published pre-registration course descriptions announce that LxC will be mandatory in IBUS 520.

Population: Although each semester had a different group of students, their profile was the same:

1. First or second-semester graduate students with a commitment to international business.
2. Two thirds of the students enter the MBA program directly from their bachelors degree graduation. The remaining third returns to graduate school after two to fifteen years in business.

3. Women comprise nearly half of each class.
4. Under-represented minority students account for an average of one-fourth of each class.
5. International graduate students comprise an average of 10% of each class.

TESTS #1 (Diagnostic) and #2 (Achievement).

These have been take-home dictionary-allowed tests with graduated comprehension questions in English to be answered in English.

- A. In Fall 1991, the diagnostic test was administered the second week of class and distributed during the initial explanation of LxC. The achievement test was administered for return the final week of class.

In Fall 1991, tests were not geared specifically to International Business, although the materials in fact had implications both for economic conditions and changing political-economic structures (e.g., preparations for the Olympic games in Barcelona). The scores in the first test ranged from 0 to 85 percent correct, with roughly 10 percent of the class getting 85 percent.

In Fall 1991, in the second test, scores went from 20 to 100 percent correct, with roughly 24 percent of the class getting 100 percent. There was no significant difference in scores among the foreign languages, i.e., the proportion of students doing better in the second test was roughly the same among the languages.

The LRSs, meeting in seminar, decided — on the basis of these results and other experiences — to make subsequent testing discipline-specific.

- B. Since AY 1992-93 all testing has been discipline-specific. In AY 1992-93, the same schedule was followed, i.e., the first test was administered in the second week of the semester and the second in the final week.

The first tests from *Cambio*, *L'Express*, and *Der Spiegel* were ACTFL/ETS 2+ in terms of language level. The chosen texts assumed that students generally kept informed on international business. The results nearly followed a normal language-class curve; three students (one per language) did so well, they received scores of 110. In the Spanish study group, which had 24 students, five made 100, six made 85, eight made 75; four failed.

The second test moved in text level to ACTFL/ETS 3. Once again, there was no significant difference among the three languages. In

Spanish, the distribution was 8 students making 95–100, 10 making 85–94, and 7 making 70–84.

- C. In AY 1993–94 and 1994–95, LxC was moved to the third week of each semester, with the LRSs doing content-specific testing within their study groups at the first and final group sessions. Receiving the self-test the first time LxC was discussed in class had seemed to inhibit LxC study-group enrollment for the upper-division students for whom LxC participation was not mandatory.

Scoring variations from the previous semesters were minimal.

II. Control Group, Graduate and Upper-Division Undergraduate Students in the Non-literary Translation Workshop of the Translation Research and Instruction Program (TRIP).

This workshop is for self-selecting pre-professional translators. Workshop students have been tested every semester and summer since Fall 1986. By the BEST (Binghamton Evaluation Scale for Translation), which correlates to the ACTFL/ETS reading comprehension scale, these students must perform at 2+ or better to enroll and perform at 3 or better to make satisfactory progress. The Associate Project Director and her TRIP colleagues can, accordingly, assess the effectiveness of an examination in terms of these students' performance. These students, who must be fluent in a source language and effective users of a target language, typically finish the tests prepared for the graduate students in International Business in 15 minutes without a dictionary if — and only if — they are familiar with the subject area.

III. Extrapolation and Projection.

The faculty and LRS teams are pleased with these results. They note the following:

- A. Students could move from a text that required shared information (2+) to a text that interpreted such information (3).
- B. At the same time they could raise their scores, showing increased comprehension of what they were reading. (Students who score in the 90–100 range can be relied upon to extract data and attitudes from foreign-language texts on their own.)
- C. The only plausible causal factor that could account for the improvement in reading comprehension for the experimental group

appears to be working through the LxC assignments with study-group classmates under the tutelage of the LRSs.

- D. However, this testing format, relying on human resources using traditional printed materials and graded one at a time under the guidance of a highly experienced language professional, is too labor-intensive to be sustainable over the long term or to be useable at multiple sites (as in the current multi-campus LxC Select and Net Gain projects). An "objective" self-testing format (e.g., an interactive computer-mediated test that will let students know immediately if they have extracted "information" accurately) is worth a trial for both the Diagnostic and the Achievement measures.

*Foreign Languages and the Teaching of
United States Immigration History
(LxC in History 264: Immigration and
Ethnicity in U.S. History)*

THOMAS DUBLIN

Growing interest in and debate about multiculturalism in the undergraduate curriculum has recently inspired college and university faculty to discuss ways they might move beyond the "Western Civilization" paradigm that came to dominate the liberal arts tradition in the 1950s and 1960s. In the study of history, similar forces have led to a renewed interest in world history. These developments challenge us as historians to rethink how we teach history to undergraduates and to make a case for the importance of historical understanding in the study of cultural diversity. Both the idea of cultural diversity and its reality within American society are now understood to be the products of historical forces and appropriate subjects for historical study. Historians are well prepared to explore these issues with students, simultaneously contributing to an understanding of cultural diversity and making a case for the relevance of historical thought in this broader educational project.¹

As an American social historian whose teaching has focused on ethnic history, labor history, and women's history, I have listened sympathetically to the recent calls for curricular reform. After all, these efforts are aimed at the same sort of broadening of perspective and greater inclusivity that have been major features of social history in the past two decades. Still, I have not dramatically refashioned the courses I teach in response to this movement. I first became aware of the new possibilities posed by multiculturalism in the 1993-94 school year in the course of participating in an innovative program at the State University of New York at Binghamton known as "Languages Across the Curriculum".

For some time now there has been a movement, chiefly among faculty in languages and linguistics, to promote the teaching of foreign

languages outside of traditional courses in language instruction.² Proponents argue that students will learn a language more readily when they have a real need to use that language and can apply their knowledge outside of a language-learning setting.³ With support from a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) of the Department of Education, Ellen Badger, Marilyn Gaddis Rose, and H. Stephen Straight of the State University of New York at Binghamton developed a Languages Across the Curriculum program (LxC) that offers support to faculty interested in seeing their students do discipline-specific work in their courses in a language other than English.⁴ In the fall of 1993, I contacted LxC staff to discuss the possibility of drawing on the program's resources in the teaching of an undergraduate lecture course on immigration and ethnicity in United States history.

I did not have particularly great expectations as I embarked on the project. I thought perhaps ten or twelve students would have an opportunity to read a few articles on immigration themes in French or Spanish, and while their education would be enriched, I doubted that the class as a whole would be much affected by the project. I was not prepared for the students' reception of the concept of Languages Across the Curriculum or the difference the project would make in the course as a whole. When I mentioned the prospect of foreign-language study groups in the first week of the class, about twenty students expressed interest; a week later when I handed out forms on which students could indicate their interest in particular languages, thirty students signed up for study groups in Korean, Spanish, French, Chinese, Italian, and Russian. Out of a class of about eighty students, more than a third wanted to take part in voluntary study groups calling for an as yet ill-defined extra amount of work on their part. The numbers were surprising. I had expected that there would be many immigrants and children of immigrants in the class — teaching the class four previous times had acquainted me with the diversity of the student body. There were evidently, in addition, a fair number of students who had done some language study and viewed the study groups as an effective way to reinforce their learning.

By the middle of the semester, the study groups had been organized and twenty-eight students were meeting an hour a week for discussion in English of readings in Korean, Spanish, French, and Chinese. Limited demand and difficulties in finding source materials had made it impossible to support the two students with interests in Italian and Russian. Two of the four study group leaders were history graduate students; three of the four were foreign students. All worked in conjunction with staff of the

LxC program to develop skills in working with students with varied language backgrounds and met with me to develop weekly assignments that contributed to the broader goals of the course.

The study groups permitted students to focus on particular interests in a way which is unusual in a survey course aimed at first- and second-year students. The course offers a rapid-fire, 15-week survey of four centuries of immigration to the United States. Those students enrolled in the study groups explored the oral testimony of French-Canadian mill operatives in New England, Korean-Black tensions exposed by the 1992 Los Angeles riots, Puerto Rican migration to New York City and Nuyorican literature, and short stories written by Chinese Americans. Moreover, these students were able to explore the experiences of one particular group of immigrants within a broader course that developed a view of immigration as a whole and that permitted them to compare and contrast the experiences of different groups.

The resulting educational enrichment was not limited to the students who participated in the separate study groups, because all students also attended weekly sections where they discussed the regular reading assignments that were required of all students in the course. And while the study groups focused exclusively on specific ethnic groups, the sections permitted, in fact required, a much broader perspective of the students. However, the study group students brought their focused interests and depth of knowledge into the regular section meetings and thus exposed other students to the experiences of ethnic groups that were otherwise not the focus of the weekly readings.

Student responses to the foreign-language study groups were uniformly positive. Both in terms of language-learning and course content, students felt they had benefited from the experience. As one student noted in an end-of-term evaluation, "It was a good experience [to] read 'real' Spanish[,] not 'classroom' Spanish". Several students commented that the study groups permitted them to focus on topics otherwise not treated in the broader lectures and reading assignments. The personal significance of this sharper focus was evident in the comment of one student who appreciated the program's "re-introducing my culture and language back to me, understanding the assimilation as well as the preservation of [Chinese] culture in my life".

Korean American students, now the largest Asian American group on campus, particularly appreciated the focus their study group provided. In their evaluations they commented positively on the opportunity to discuss their personal experiences and connect them to general issues in the lives of Korean Americans. Three students added that they hoped to take a Korean language course, noting in complaint that

the university did not offer any. Thus, the Languages Across the Curriculum program permits a broadening of language instruction and offers evidence of unmet student interest. By the next fall, the university did begin offering instruction in Korean, in response to a broad petitioning effort by students.

The experience of Languages Across the Curriculum within the context of a survey course on immigration and ethnicity in United States history offers a model for integrating concerns about multiculturalism into the undergraduate curriculum. For those anxious about a "balkanization" of the curriculum into numerous narrow courses focusing on different ethnic groups, this experience offers a way to achieve both breadth and focus. Students can address specific ethnic interests, but they do so within a course that places the experiences of distinct groups within a broader framework of American ethnicity. In addition to their focused study groups on French Canadians, Puerto Ricans, or Korean Americans, students take part in discussions sections with all members of the class and deal with groups and issues beyond their own particular ethnic experience. They come to realize that other groups had to deal with barriers that they otherwise might think were unique to their own ethnic experience. The understanding that a great many Americans feel torn between two cultural identities comes as a revelation to many students and permits them to see difference as something that unites as well as divides Americans.

In turn, students without a strong sense of ethnic identification interact with students who are immigrants or the children of immigrants and come to appreciate the subtle and not-so-subtle ways that discrimination has shaped the immigrant experience in the United States. Both groups of students read about the ways that native-born Americans relied upon constructions of race to oppose successive groups of immigrants and they come to see similarities between the treatments of "Palatine Boors" in Pennsylvania in the eighteenth century, Chinese immigrants in California in the nineteenth century, Slavic immigrants at the turn of the twentieth century, and Haitian refugees in the 1990s.

For a conscientious instructor plagued by the contradictory demands of offering a broad interpretive framework and still wanting to "cover" the diverse experiences of numerous immigrant groups in the United States, Languages Across the Curriculum offers a way out of the bind. One does not have to address every group in lectures and readings, but can develop parallel mini-courses that are carried out in the separate language study groups. This also means that students taking a particular class will, in many cases, be having somewhat different experiences over the course of the term. It becomes the instructor's responsibili-

ty to work with study group leaders and teaching assistants to assure a basic consistency across lectures, readings, study groups, and sections. At times, the course came to feel a bit like a three-ring circus, but the complexity and richness (and occasional confusion) were all symptoms of an experience that had much to offer students.

The model described here is not limited simply to courses focusing on immigration and ethnic history. Obviously world history courses could effectively employ foreign-language study groups, but so also could European and Asian history courses. The History of Science might well become a very different course if students read primary sources in Chinese, Arabic, French, German, and English. Certainly colonial American history would take on a new look if students were reading Spanish, French, and Portuguese sources as well as the more commonly examined English ones.⁵ As historians we are all trained to look for confirming and countervailing evidence and to appreciate different perspectives on events in the past. What better way to help our students today understand this approach to the past and at the same time come to grips with a multicultural world in the present than to encourage them to view our past and present through the varied lenses that different cultures employ?

Moreover, the spread of Languages Across the Curriculum in colleges and universities promotes an important message to students and faculty and to the broader American public. The growth of Languages Across the Curriculum programs comes at a time when our nation is deeply divided by issues concerning immigration. At the state and federal levels we see recent moves to reduce legal immigration, to deny benefits of various sorts to legal resident aliens, and to designate English as our official language. All in all, these efforts represent a retreat from and a denial of the view of the United States as a multicultural nation. These shifts in domestic policy are often accompanied by a rejection of multinational institutions and the unilateral projection of U.S. power in world affairs. Languages Across the Curriculum reminds us we live in a diverse society and a diverse world and that neither we nor our students can proceed without problematizing our American-centered perspective.

My interest in Languages Across the Curriculum is genuinely pedagogical. My immigration history course is a better course for its influence. Students at Binghamton get a better education because of its presence in the campus curriculum. Furthermore, I believe firmly that Languages Across the Curriculum and multiculturalism communicate a more defensible moral position in regard to American society and the nation's place in the world than does a curriculum lacking these per-

spectives. As part of a project to create a better, more understanding world for our students, ourselves, and future generations I see Languages Across the Curriculum as a meaningful component of our efforts.

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NOTES

1. See, for instance, Higham 1993, and critical responses by Gerald Early, Gary Gerstle, Nancy A. Hewitt, and Vicki L. Ruiz.
2. For an overview of the various components of this nationwide Languages Across the Curriculum movement, see Krueger and Ryan 1993.
3. See, for instance, H. Stephen Straight, "Languages Must be Taught 'Across the Curriculum' to Insure that Students Develop Functional Skills," *The Chronicle of Higher Education*, March 7, 1990, p. B2.
4. The details of Binghamton's campus-wide LxC program are laid out, along with comments and critiques concerning this and related efforts across the country, in Straight 1994.
5. For a critique of the teaching of colonial American History and a proposal to move beyond its Anglo-centered focus, see Axtell 1987.

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Thomas Dublin is Professor of History at Binghamton University (SUNY). He is the editor of two books focusing on U.S. immigration and ethnic history, *Immigrant Voices: New Lives in America, 1773–1986* (University of Illinois Press, 1993), and *Becoming American, Becoming Ethnic: College Students Explore Their Roots* (Temple University Press, 1996). <tdublin@binghamton.edu>

Use of Languages Across the Curriculum in the Environmental Sciences (LxC in Environmental Studies 101, 201, and 320)

PETER L. K. KNUEFFER
AND
CLAUDIA C. CARABAJAL

Introduction

Enhancing international aspects of higher education is one of the goals currently pursued by U.S. institutions, through the cultivation of multilingual skills and multicultural knowledge. A continuing effort is being made to develop curricula which will make students more knowledgeable about the world, help them develop expertise in international issues, and enhance their understanding of the different perspectives and ways of dealing with issues that occur in different cultures. Internationalizing the curriculum in the sciences is one of the greatest challenges to advocates of international education, in part because of the dominance of Western scientific thought and the near-universality of English as a medium of scientific communication. Advances in technology and communications have made possible an almost immediate, direct interaction between scientists and their counterparts throughout the world, improving access to research aids or curricular activities among different countries, and allowing scientists to see how their own fields are affected by international events. Nonetheless, there is an increasing trend toward monolingualism in the sciences, particularly in the United States.

This is of particular importance when referring to the environmental sciences, as their global nature has become more and more paramount. The global nature of environmental issues and the global interdependencies inherent in environmental degradation have become increasingly evident in the last few decades. That international cooperation is

necessary to deal with many environmental problems has also become clear, with events like the Montreal Protocol to reduce emissions of ozone-depleting chemicals and the Rio Conference on the environment showing that some levels of consensus can be reached when the causes of environmental problems can be identified. However, as with so many international issues, different political and economic concerns among nations have a large impact on decision-making processes when trying to remediate or prevent human impact on the environment. This can become especially important when a nation is weighing environmental costs of development against management (or simply exploitation) of its natural resources.

These concerns motivate governments to have very different goals and perspectives on such global issues as the greenhouse effect and on universally-experienced-problems such as waste disposal. For example, a developing-world nation may argue that foreign (by which is meant industrialized-world) agribusiness and/or minerals-exploitation industries are destroying the rain forest, whereas a developed-world nation may argue that deforestation is occurring as burgeoning populations seek marginal land for subsistence agriculture and are encouraged to move into rain-forest areas by governmental policy (both of which have happened in Brazil). Equally, developing nations see the industrialized world as the primary cause of increasing carbon dioxide concentrations that are leading to global warming, and they argue that the industrialized nations must "clean up their act" before demanding that less-developed nations restrict carbon emissions (and, by direct implication, development). The industrialized world, regardless of the degree to which it recognizes its own responsibility for the problem, sees the rapid economic growth potential in the developing world with alarm, reasoning that growth means heavy demands on fossil fuels by a large and rapidly growing population (as is clearly the case in the People's Republic of China, which has one of the world's largest coal reserves but is also the world's largest coal user). Along with the economic competition for limited resources will likely come a larger pollution problem, as is clear in cities like Mexico City and Bangkok where emission controls are minimal.

There is no doubt, in our opinion, that the best way (perhaps the only way) to access the nature of these differing views and perspectives is to read materials in the original language. While it is possible, for example, to learn about a South American perspective on deforestation by reading articles from a Costa Rican newspaper or a Peruvian journal, it is rare that such material will be either translated into English or written as original material in English. Thus, access to another

language can supply the student of environmental sciences with unique perspectives on global, regional, and local environmental issues that are inaccessible to those who cannot read in a language other than English. It is this philosophy that has prompted us to incorporate original-language materials into our curriculum in the environmental sciences.

Applications of the LxC Program in the Environmental Studies Curriculum

The Languages Across the Curriculum (LxC) program at Binghamton University has worked on improving the intercultural knowledge and content-focused multilingual skills of its undergraduates since 1991. The LxC program utilizes materials in languages other than English in courses throughout the curriculum, related to the appropriate course topics, and incorporates them as a complement or substitute for regular English assignments, as determined by the course instructor. International students who possess the sophisticated, discipline-specific skills, and the linguistic and cultural proficiencies necessary to implement LxC's goals are used as Language Resource Specialists (LRSs). They develop appropriate class assignments (with glossaries and commentaries) using accessible non-English materials from other countries. These materials are extracted from books, newspapers and magazines, monographs and journal articles, audio-visual aids, live satellite broadcasts, music, on-line resources, etc. Emphasis is placed on encouraging insightful interpretation, rather than translation, by the students participating in the LxC discussions. In this way, students are allowed to maintain and enhance language skills within the context of meaningful use in their areas of academic interest, through improving discipline-specific reading skills. At the same time, LRSs benefit from the experience by being able to integrate their cultural background and academic expertise in an educational setting while keeping current on topics of interest.

An important component of this project since its outset has been the application of the LxC model to introductory and advanced courses in our Environmental Studies (E. S.) program at Binghamton University. The E. S. curriculum is an interdisciplinary program designed to give students exposure to both the scientific and social-science framework of environmental issues; students specialize in areas such as ecosystems, natural resources, environmental planning, environmental policy and law, or environmental economics. In two introductory environ-

mental studies courses, one taught by Prof. Richard Andrus and the other by Prof. Peter Knuepfer, we have sought to expand students' understanding of the global nature of environmental problems and issues not only by having them read articles and technical papers in languages other than English, but especially by using texts that present a developing-world perspective on environmental issues that their textbooks cover from a developed-world point of view. At the advanced level, principally in a course on Energy and the Environment taught by Prof. James Sorauf, we have used readings in languages other than English to promote an appreciation of the range of international approaches to the development and use of resources. Students in each course have been offered the option to pursue readings in another language or to do all their assignments in English. Languages that have been supported through the LxC program at one time or another, depending on student demand, availability of LRS resources, and instructors' capabilities, have included Spanish, French, Italian, Hebrew, and German. Ms. Carabajal has served as LRS for Spanish readings in all three courses.

The implementation of the program has varied among the three environmental studies classes in which it has been used most consistently during the last few years. In the first-level introductory course that emphasizes the ecological principles of environmental sciences, students who opt to participate in LxC substitute readings in another language for English-language readings as part of a weekly assignment to write a journal entry on some article of environmental significance. In the second-semester introductory course that emphasizes resources and hazards, students in LxC substitute several readings in another language for some of the English-language readings that other students do, as well as pursue other readings in the foreign language that complement the course material. They receive extra credit toward their E. S. course grade for this work. In the Energy and the Environment course, students can opt to read non-English materials or to write a term paper based on readings from English-language sources. The number of participants has varied from course to course and from year to year. LxC enrollments in the introductory courses have ranged from less than 5% of the total class enrollment to more than 10%; LxC participation in the advanced class has approached 50% of the total course enrollment.

In the remainder of this chapter, we will present samples of assignments prepared for these courses in Environmental Studies, primarily from a range of Spanish and Latin American sources. These assignments are aimed at implementing the use of Spanish (or French) lan-

guage skills previously acquired by the students to learn more about human perspectives on environmental and ecological issues, as well as topics in the fields of global energy production and consumption.

Examples of LxC Assignments in Environmental Studies

1. Texts from Magazines and other Popular Sources

In order to gauge students' capabilities in reading a language other than English, we generally start with short articles from newspapers and magazines that cover a topic of significance to the overall class. This first example involves a pair of short papers on the future of old oil drilling platforms in offshore areas, the controversy that surrounds finding an appropriate resting place for them, and how one country (Colombia) has led the way in dealing with oil spills. Over successive weeks, students read two articles published in *Ecología*, no. 15, Oct. 1995. The magazine is published in Madrid, but articles discuss issues from throughout the Spanish-speaking parts of the world. Students were asked to make a short summary of their understanding of the main points of each paper and bring it to the next discussion meeting in order to address both difficulties in comprehension and the main points of the article.

The first article, "Plataformas Petrolíferas: Buscando un Entierro Digno", by Luis Merino, deals with the controversy surrounding the sinking of abandoned drilling platforms in offshore areas, using a platform near Scotland as an example, and considering the future of a platform offshore of Spain. The article considers the involvement of Greenpeace and other organizations together with governments in this issue, and summarizes the views these groups have on the impact of oil platforms on the environment. Although most of the material is probably available in English, students have the opportunity to examine a different perspective on the activity.

The second article, "Colombia es el Líder Mundial en el Control de Derrames Petroleros", shows how the political situation in a developing nation can accentuate human impact on the environment. Due to repeated terrorist attacks on oil platforms and pipelines, Colombia has become a world leader in developing a system to detect and respond rapidly to oil spills. The national oil company, Ecopetrol, has put in practice a contingency plan to prevent major damage to onshore hydrologic systems and coastal waters that can be carried out in 15-20

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hours on average. This is particularly important both from an economic point of view and with respect to environmental pollution, as nearly 350 spills, involving more than 1 million barrels of crude oil, have been caused by guerilla activity in the last decade. Terrorist groups in Colombia are especially active in the Caribbean coastal areas where the country's largest oil reserves are found, and it has become a matter of economic and environmental necessity that quick-response capabilities be developed. The article is short (less than two pages) and accessible to most students with a rudimentary reading knowledge of Spanish. It provides insights into the economic and environmental problems that can result from the insurgency movements that are present in so many Latin American countries, and thus offers students a perspective on energy development that they are unlikely to encounter in other texts.

2. Short Texts from Monographs

In addition to using short readings from popular magazines, students with limited reading skills in a foreign language should be able to access short texts from books and other sources, as long as they are offered ample time for discussion of the overall meaning of the text as well as the meaning of specific, unfamiliar words and phrases. A good example was prepared for the second-semester introductory environmental studies class by a LRS from Haiti, using the text "La Politique Française de l'Eau en Afrique" by Guy Maton published in the book *Les Politiques de l'eau en Afrique: Développement agricole et participation paysanne*, edited by G. Conac, C. Savonnet-Guyot, and F. Conac (1985, Economica, Paris). This brief (six-page) paper examines the role that French foreign aid has played in supplying irrigation and drinking water to rural areas of the former French colonies of West Africa, including Burkina Faso, Niger, Benin, and the Ivory Coast. Not only do students expand their understanding of the French language, but they gain insights into the complexities regarding international funding of major and minor water resources projects.

3. In-depth Texts from Monographs

As students reinforce and/or improve their abilities to read in Spanish during the semester, more complex and lengthy papers can be assigned. Specific chapters extracted from books can give a more comprehensive treatment of a particular topic of interest. Advanced assignments in the Energy and the Environment class used two chapters

from a book on energy policy in the Dominican Republic, *Energía, Política y Economía en la República Dominicana: Los Problemas de la Década de los Ochenta* by Juan Temístocles Montás (1993, Editora Alfa y Omega, Santo Domingo). One chapter deals with the use of firewood and charcoal as sources of energy, with a discussion on the effects of long-term use of these biomass fuels on forests in the Dominican Republic. Although U.S. students hear and read about the impacts of population growth and energy demand on woodlands used as sources of firewood, it is again far more dramatic for students to read about the problem from a first-hand perspective. In the Dominican Republic case, they learn that price is determined not by consumer demand or supply, but by the transporters of charcoal. They also become familiar with factors -- including fuel availability and cost -- that have slowed the shift to other sources of energy in the Dominican Republic.

A second chapter from the same source, "Alternativas Energéticas", offers a realistic appraisal of the potential for implementing other energy sources for space heating and electricity generation in the Dominican Republic. Here students can reinforce their understanding of material about energy alternatives presented in class lectures and in readings in English-language textbooks, with the unique added perspective of how difficult it can be to implement other energy sources in a poor developing nation. Thus they gain both some reinforcement of previously discussed material and a different perspective on energy policy that ultimately is of global significance (i.e., the Dominican Republic's case is a microcosm of the energy problems facing many developing nations, particularly in terms of deforestation for fuel).

5. Use of Internet Resources for LxC in Environmental Studies

With the expansion of computer networks and World Wide Web (WWW) servers on the Internet, global links between different countries allow the exchange of information in a very timely fashion. The archiving of much material on the Web helps the LRS overcome the limitations imposed by limited library resources in their search for materials. For example, many newspapers from other countries keep their more recent issues on line, and make them accessible to the public through the WWW. LRSs and students can access recently published articles related to the course material in this way, particularly from sources not available in libraries. Students doing LxC readings in Spanish in the Energy and the Environment course read a short article in class, published in *Los Andes* of Mendoza, Argentina, entitled "El

Pais e Inglaterra Crearon Comisión Sobre Hidrocarburos" (Edición del 02/03/96) <URL=<http://www.pinos.com/Losandes/Losandes.html>>. The article discussed the creation of a bilateral Argentine-United Kingdom commission created last September to establish guidelines for the exploration and exploitation of hydrocarbons in the maritime areas of the Argentine coastal platform in the South Atlantic. These areas are still the subject of a dispute after the 1982 conflict which led both countries to war over the jurisdiction over the Malvinas Islands (Falkland Is.) and surrounding waters. These two countries have recently re-initiated diplomatic relations, and the article highlighted initiatives directed towards cooperation from both parties, including joint ventures and projects aimed towards exploitation, and the use of infrastructure in the production of hydrocarbons from this vast reservoir.

Articles from foreign newspapers, and sometimes their summaries, are also posted in Listserv newsgroups on the Internet. In one of the introductory E. S. classes, we used an article posted in the area *Red Liniare De Comunicaciones* on the Listserv group <argentina-noticias@beau.math.indiana.edu> in October, 1995. It was extracted from *El Diario* of Paraná, Entre Ríos, Argentina. This article announces the creation of an Environmental Code for this city, to ensure the conservation, protection, improvement and recuperation of the human environment, and stresses the importance of giving the entity the appropriate resources to execute its task. This and another article discussing the results of CO concentration measurements at a busy intersection in Buenos Aires, Argentina's capital, were read in an effort to compare and contrast with the extreme air pollution situation in Mexico City that occurs during stagnant air events. In Buenos Aires, geographical and meteorological conditions allow winds to constantly clear the air; these favorable conditions are not met in cities like Santiago, São Paulo and Mexico City. The article underlines the importance of creating and enforcing regulations that will require the use of catalytic converters to reduce air pollution in urban areas where environmental codes are not yet in practice and where regulations often are taken lightly.

Another posting from the same Listserv source given as an assignment discusses innovative technologies that have been established in developing countries to manage and eliminate residues using effective and economic techniques. The article, which was posted to the Listserv on 8 June 1995, was entitled "Se Buscan Bacterias", by Susana Gallardo, of the Universidad Nacional de Buenos Aires. The article — originally published in the magazine *Ciencia y Tecnologia* (date not included in Listserv posting) — describes a technique developed in the

Microbiology Department to utilize bacteria and fungi to trap metals, like chromium, that are found in water as the result of pollution in rivers near industrialized areas. Pollution levels in the Reconquista River, Province of Buenos Aires, reached levels of 50 to 100 ppm (parts per million), far in excess of the 5 ppm legal limit. The article reports further that research at this institution is also aimed at isolating other microorganisms that could degrade toxic materials such as PCBs, which are banned in developed countries, and whose disposal has proven to be difficult and expensive. The article served as a good example of the types of innovative techniques that constitute part of the research curriculum at institutions in developing countries, which try to help industrialized countries deal with pollution problems as well as to help industries in the developing world comply with increasingly strict regulations.

Many governmental agencies and NGOs (non-governmental organizations) have stored important documents on-line. Much of this information is in non-English languages, in part designed to make the materials available to local and regional searchers. However, the WWW makes a wealth of non-English material available that would otherwise be inaccessible to readers in the U.S.

As an example, we include an assignment given late in the semester to Spanish LxC students in the second-term introductory course. One of the goals of the course is to expose students to the economic and environmental debate between "North" and "South" — in essence, between the industrialized and non-industrialized worlds. Issues of sustainable development, deforestation, and emissions of greenhouse gases are all part of the conflict between North and South, and these were a central focus of the Earth Summit held in Rio de Janeiro in 1993. The Earth Council is an NGO that was established in Costa Rica following the Rio summit in order to serve as a clearinghouse for information on sustainable development, among other topics. Although much of the information is available in bilingual forms, detailed documents related to specific areas generally are available only in the original language. By accessing material in Spanish, students learn about agreements signed by various Latin American nations regarding sustainable development as well as existing regulations from these countries that were designed to control and minimize human impact on the environment.

One particularly detailed set of documents available on the Earth Council/Consejo de la Tierra home page <URL=<http://www.ecouncil.ac.cr>> is from the Comisión Nacional del Medio Ambiente de Guatemala (CONAMA), a governmental group in Guatemala advising the

President on environmental aspects of development. These include a series of action and operating plans regarding greenhouse gases, plans for forest management and response to climate change, and problems related to future solid waste disposal in a rapidly growing (and urbanizing) nation. By reading these materials, students gain an unparalleled view into the issues confronting a developing-world nation, including that nation's own views on economic and environmental trade-offs. Again, this is an experience denied to those who can read only in English, and it affords students a much broader experience in studying environmental issues.

Conclusions

Our primary purpose for introducing the LxC program into the Environmental Studies curriculum has been to foster an enhanced appreciation of the international nature of environmental issues among those students comfortable enough in a foreign language to access literature written in it. We have implemented the program in three courses over the last five years, with varying levels of participation. However, in all cases we have sought to integrate the LxC readings into the rest of the course and to allow students to substitute foreign-language texts for English texts. In this way, when they join a discussion with other students from the course, they can offer a different perspective on the topic being considered, whether it be global warming, development of energy resources, exploitation of water resources, sustainable development, or deforestation. In addition to the benefit students get from being able to utilize their previously acquired language skills in a subject-specific manner, this program has been useful to students as a stepping stone before participating in Study Abroad programs. Many of the Environmental Studies majors seek learning experiences in Latin America or elsewhere, and their increased familiarity with language and issues obtained through participation in the LxC component of these courses has greatly helped them. In some cases it has also encouraged their interest in taking advanced language courses and participating in activities that increase their interest in learning about different cultures. Finally, they have also become more aware of the resources available to them that can be used in the pursuit of their search for knowledge and an increased international perspective on global issues.

Peter L. K. Knuepfer is Associate Professor of Geological Sciences and Environmental Studies at Binghamton University (SUNY). He directs the department's graduate program and advises numerous undergraduates in environmental studies and geology. He has published extensively in the field of geomorphology (study of earth surface processes), primarily in assessment of earthquake hazards and in tectonic geomorphology (response of the earth's landscape to mountain building). He has been involved in Binghamton's Languages Across the Curriculum program since 1992.

<knuepfr@binghamton.edu>

Claudia C. Carabajal is a Ph.D. candidate specializing in geophysics in the Department of Geological Sciences and Environmental Studies at Binghamton University (SUNY). She has served as the Language Resource Specialist for LxC study groups in Spanish in Environmental Studies courses since Spring 1995. She has also taught introductory courses in geology and has served as the graduate intern in Binghamton University's Office of International Programs since Fall 1994. Her contribution to the essay in this volume is based upon a poster on "The Uses of Languages Across the Curriculum in the Environmental Sciences" that she presented at the Pew Symposium held at Cornell University in June 1996. *<claudia@sunquakes.geol.binghamton.edu>*

*International Business and Languages
Across the Curriculum
(LxC in IBUS 520:
Introduction to International Business)*

GEORGE H. WESTACOTT

The language of International Business is the language of your customer.
— Anonymous

Introduction

A week in Vienna a few years ago brought long-dormant German cascading from my mental attic, much to my surprise and delight. Could Management students, I wondered, experience similar foreign language recovery by exposure to their second language in the context of a course related to their professional field of study? The "Languages Across the Curriculum" project at Binghamton University, affectionately known as "LxC", offered an opportunity to test that question. Given the globalization of economies and the growth of worldwide corporations, it seemed essential that future managers be as multilingual as possible. Could LxC be a way to help them improve their second languages in the applied context of an International Business course? To pursue that question, we began a multi-year series of LxC experiments in the School of Management's undergraduate and graduate International Business courses, upon which it is the purpose of this chapter to report.

The importance of second languages to the international business profession has aroused lively discussion pro and con. For many years, The American Assembly of Collegiate Schools of Business (AACSB), which is the U.S. accrediting body for schools of business, has advocated more focus on international business (Porter and McKibbin

1987), but has not required second language study in the management curriculum. In the late 1980s, the prestigious Council on International Educational Exchange urged scholars to devise new ways of teaching foreign languages (1988). American society as a whole, compared to other industrialized nations, has not placed a high value on second languages and until recently business has been content to acquiesce in that regard (Lambert 1990). However, there are signs that American business has awakened to global competition (Knobelsdorff 1987) and is beginning to realize the value of second languages for managers (Coolidge 1993). Managers in global business still seem to appreciate the need for cross-cultural understanding more than the need for foreign language abilities, but small businesses lead large ones in realizing the value of languages (Fixman 1990).

The landscape may be improving for second languages. Cross-cultural managerial experience is becoming a requirement for top American corporate positions in the 1990s, as reflected by the big three automobile firms' choices of presidents with overseas experience. Several other American firms have selected expatriates, usually Europeans, over Americans for leadership spots; presumably this is to gain people with a more global perspective. The trend should serve to role-model the value of multilingualism; indeed, even at the entry level, for management students seeking first jobs in crowded markets, being bilingual gives them a decided edge as corporations globalize (Rigdon 1993).

The debate over the value of second languages persists. English is recognized as the "lingua franca" of international business, and this fact is often given as a convenient reason for not studying languages. Nevertheless, as Fixman (*Ibid.*) found in interviews with executives, there is a need to understand Spanish English, Chinese English, etc., and even rudimentary knowledge of a speaker's primary language and culture can assist a listener in achieving this understanding, and in using English more effectively in these various EFL (English as a Foreign Language) situations. The Internet revolution, despite its beginning in the English-speaking world, is quickly going global, opening up the need to communicate in other tongues. Managers who have some mastery of a second language tend to value it as a way to understand other business cultures; managers who lack second languages tend to discount their importance for global business. Our cross-cultural experience and knowledge of students and managers with second languages strongly drives our belief in the necessity of at least one second language to escape the box of one's own culture. That belief provided the impetus for this LxC & International Business project and continues to motivate our LxC team.

Establishing LxC

LxC's presence in the School of Management began in the Fall of 1991 (LxC's initial pilot-project semester), with the inclusion of LxC assignments in IBUS 311, "Introduction to International Business", a required course for management undergraduates. This was the only required course in international business and a most logical place for LxC. Enthusiasm and wonder characterized our mood. It surprised and encouraged us that about 95% of the students had studied a second language. There were some 50 juniors and seniors whom we assigned to teams of four or five to focus on German, French, Spanish, Japanese, and Chinese. Students with other languages or no second language study were given individual assignments. Believing second languages to be essential, and to provide equity in student assignments, I made LxC a requirement.

The LxC directors and I explained the experimental nature of the project, its rationale and the importance of students' involvement. I provided a list of periodicals in the more popular languages (see Appendix I) and had the student teams meet weekly with language resource specialists (LRSs) who were native speakers in the respective languages. (I led Spanish, having lived several years in Latin America). I coached the LRSs to select articles related to International Business, beginning with very simple advertisements and classified ads and progressing to more complex articles. The students were instructed to read, summarize, and discuss the articles to the extent of their language abilities. We wanted them to get the gist of the materials and a sense of the overseas business culture. I handed out a glossary of key business terms in each major language, but emphasized that exact translation was not the objective. Each week we allocated 30 minutes of class time to team presentations on what they had learned about their target business cultures. We clearly informed the students that their feedback was critical for the future development of LxC.

There seemed to be a reasonable level of student enthusiasm for LxC. Most students found interesting articles about international business and became comfortable presenting to the class. There was curiosity, surprise and humor in their findings. I played coach and tried to relate their findings to text and class topics. Appearances were more positive than reality, however, as we learned from the semester-end feedback survey. As reported by the LxC directors (Badger, Rose, and Straight 1992), although the majority of students in LxC reported gaining a broader perspective on the course subject matter and im-

provement in their language skills, there was notable and useful negative feedback from some of the students.

Here is what they objected to. One-half of them thought that LxC should be voluntary, as it was in all of the other LxC courses. I thought it was important enough to be required. Many expressed the need to see the LxC assignments better integrated with the course topics. Reflecting that, several felt that the LxC component took too much time away from the main course. (I had retained a weekly assignment to read and discuss *Business Week*.) Quite a few students expressed boredom, no doubt from waiting out the slower pace of less linguistically able team members.

Beyond these negatives, there was a reasonable level of satisfaction. It appeared that students with more language skills got more out of the LxC experience and were more satisfied. We were sufficiently encouraged to make adjustments and move forward; after all, fully one half of the students told us that LxC should be required.

Adjustments

We made adjustments for the next semester. Linking the LxC weekly assignments more closely with the weekly course themes and topics was relatively simple. I shared the course syllabus with the LRSs during the training period, identified the types of articles that coincided with key weekly themes and urged them to take a larger role in finding articles for the students, at least early in the semester (some students wanted material to be provided; others wanted to find their own). We tried to select short, engaging materials to peak student interest at the start. For example, we sought ads with relatively little text for familiar products like cars and brand names of global firms like Kodak and IBM. We found job ads in the classifieds, thinking students could relate to them. I dropped *Business Week* in favor of LxC. I did persist in requiring LxC participation because I believed it was important and I did not have a workable equivalent option for students who might not elect LxC. An excellent multi-language business dictionary (Harrap's 1991) superseded our earlier glossaries. Students still varied in language abilities, but we stressed that their effort, participation, and individual improvement were more important than everyone's having to go over a particular language hurdle. We gave before-and-after reading-proficiency tests, but used them only for initial assessment and to measure progress during the semester, not for grading. We made the LxC component 20 percent of the course grade to

reflect its importance and graded students on the basis of their participation. We urged them to seek the gist of articles and the unique elements of the target business culture more than exact translations.

The second round was better than the first. The demand for particular languages changed, as it has each semester. We were able to train the LRSs better by starting the LxC component a couple of weeks later. We scheduled one-hour weekly "LxC labs" for each language group. Student feedback improved somewhat, but the question of making LxC voluntary remained. While wrestling with that, I was assigned to teach the graduate level International Business offering and two of my colleagues took over the undergraduate course. All of us continued with LxC, initially as a requirement and later, persuaded by the feedback and LxC directors, as voluntary. My colleagues tried variations on the original model, mainly attaching LxC to semester-long overseas marketing projects by teams. Those efforts proceeded reasonably well, so I will confine the rest of my remarks to LxC in my graduate International Business course.

LxC and MBAs

The MBA program at Binghamton requires students to take one international business course from a handful of international offerings. My graduate International Business course covers the same topics as the undergraduate, but in more depth and with higher output expected from students. The MBA program can be taken full-time or part-time and roughly one-half of the students take it each way. Courses are scheduled during the evening to accommodate the part-time MBA students. The International Business course has averaged 25 students per semester with variations from 15 to 35.

There have been several challenges in implementing LxC at the MBA level. First, scheduling an LxC lab is a nightmare due to the part-time students, most of whom work full-time during the day. The evening course schedule is very tightly packed. The larger the study group, the harder it is to find a common meeting time. Typically, we have settled upon a late afternoon time, sandwiched between work and class. Second, fewer MBA students than undergraduates have studied foreign languages. They tend to be older and to have studied when languages were not required in high school or college. Occasionally, one will brave a language from scratch, but most wind up taking what I have called, "Global English" (more on that later). Third, many of the MBA students are from abroad. They do not need to study their

birth languages, which are the ones we tend to cover in LxC, but often can benefit from "English as a second language". For this group also, the solution is Global English, since we have not had resources for both Global English and ESL. Fourth, being older, those who have studied second languages are farther away from that study (usually in high school) and not as confident about restoring it. I tell them about the Vienna factor and assure them that it is a matter of stimulation to unlock their language knowledge, but still they find it difficult to get their rusty skills to function smoothly. Fifth, these students are very busy, especially those who work full-time, and feel that LxC is an imposition, particularly when other MBA courses do not require an extra hour for a lab. To counter some of these challenges, MBA students seem to realize more than undergraduate management students the value of a second language in the emerging world of global business.

We have held firm in the belief that LxC is worth doing and, incorporating regular feedback from students, have addressed the challenges in the following ways. First, LxC has been made voluntary and a larger percentage of MBAs than undergraduates has opted not to participate. A problem remains: What equivalent course requirement is there for them? Second, we must serve the overseas students in their need for English. To address both of these groups, I devised the "Global English" version of LxC. Each student reads through a list of English language periodicals published in different parts of the world (see Appendix II), a different periodical each week, finding articles related to the weekly course theme. The Global English group meets for weekly discussions as do the other groups, each meeting covering as many different areas as there are students. The focus is, of course, on variations in the business sub-cultures of the various areas. Initially, I led the group and recently we have had MBA students who already had been through it lead it. So, each student in the course opts either for a second language or the Global English.

Third, in order to underscore the value of LxC, students are urged to link LxC study to other course requirements such as the early "browse" of international periodicals and the semester-long export market feasibility project. Each student presents findings on these assignments in class, further linking LxC to regular course content. Fourth, I rely heavily upon overseas students from the LxC language areas to inform the class about their cultures. They are an invaluable resource and always enjoy sharing their knowledge.

Fifth and last, there are a number of other supports which I encourage to advance second language capability for students. Listening to

music in the target language is an enjoyable way to gain ground. Language tapes help unlock the earlier learnings; a few minutes of "Tourist/Business (LxC Language)" during a commute can do wonders to reinforce LxC sessions. (Interestingly, many students comment favorably about the LRSs coaching them on business greetings, etc.) Foreign films and TV broadcasts provide another venue to reinforce second language learning. We encourage our students to attend the dozen or so foreign films Binghamton University runs every semester and we pass out the schedule of overseas TV broadcasts which run on the university cable channel. Recently, the Internet is offering an exciting opportunity to reinforce LxC learnings by allowing students to communicate with overseas sites in the target language. In fact, with the globalization of firms, we think that communicating with overseas counterparts on the Internet may be the most frequent way managers will use their second languages in the future.

Conclusions

Would multilingual ability improve managers' prospects in the globalized Internet world of the twenty-first century corporation? Undoubtedly! And it is the professors' responsibility to prepare young people for that world as best we can envision it. It would be nice to report that all of the LxC challenges have been solved. We have made reasonable progress in a short time, but there is room for improvement. We still await stronger endorsement of multilingualism by American corporations and the job market. Hope springs from the federally-funded Centers for International Business Education and Research (search for CIBER on the Internet), which have been experimenting with International Business education, including language learning. The Internet itself, in bringing the whole world to the computer screen, may yet do more for LxC and American multilingualism than our strongest proclamations. Multi-media language learning programs are being developed to speed language acquisition and can be designed around specific fields. The LxC concept is spreading to other universities under several federally-funded curriculum-improvement programs. Our LxC experiments have shown that it is possible not only to recover dormant languages, but to advance them through applications in professional subject areas. We continue our efforts in the belief that the best of LxC is yet to come.

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Appendix I

LIST OF PERIODICAL RESOURCES

Here are some of the more useful newspapers and magazines for the most popular LxC languages studied by International Business students at Binghamton University.

Spanish

CAMBIO16
AMERICA ECONOMIA
AMERICAS
ECONOMIA DE AMERICA LATINA
HISPANO AMERICANO
MUNDO
PENSAMIENTO PROPIO
SIEMPRE
VUELTA

French

AFRIQUE
ECONOMIE & POLITIQUE
L'EXPRESS
L'HISTOIRE
LE CANARD ENCHAINE
LE DEVOIR
LE FIGARO
LE MONDE
LIBERATION
PARIS MATCH

German

DER SPIEGEL
DIE ZEIT
FRANKFURTER ALLEGEMEINE
MANAGER MAGAZIN
STERN
SUDDEUTSCHE ZEITUNG
WIRTSCHAFTS WOCHEN

Appendix II

"GLOBAL ENGLISH" PERIODICALS

This is the set of English language periodicals used for management students in the graduate International Business course at Binghamton University. It was designed to accommodate students who either (1) have no foreign language training, (2) opt not to study a foreign language, or (3) have a birth language other than English. Students read a different periodical each week, seek material related to the weekly course theme, and meet weekly with a group leader (LRS or Professor) to discuss the unique business cultures and events in the various world regions. Publications like *The Wall Street Journal*, *Business Week*, *Forbes*, *Fortune*, and *The Harvard Business Review* were intentionally avoided because the students tend to read them anyway. The purpose here is to expose them to other business cultures.

ASIAN WALL STREET JOURNAL
FINANCIAL TIMES
MANCHESTER GUARDIAN
MOSCOW NEWS
THE CHRISTIAN SCIENCE MONITOR
THE ECONOMIST
THE GLEANER
THE INTERNATIONAL HERALD TRIBUNE
THE JAPAN TIMES
THE NEW STRAITS TIMES
THE NIKKEI WEEKLY
THE TIMES OF INDIA
THE WORLD PRESS REVIEW

George H. Westacott is Bartle Professor of International Business and Director of the International Center for Emerging Markets in the School of Management at Binghamton University (SUNY), and served several years as Associate Dean and Acting Dean of the School. A former Peace Corps Volunteer in Peru and Fulbrighter at the University of Brasilia, he has directed the Eastern Academy of Management's global conference program and Binghamton's summer exchange program in Japan, and most recently he has trained managers in Russia on marketing research. His research and writing focus on global business strategies, trade, applied marketing research, and management education. <geowest@binghamton.edu>

*Foreign Languages (LxC) and the
Understanding of Political Systems
(LxC in Political Science 113:
Introduction to Comparative Politics)*

JAMES C. HURBAN, BÉNÉDICTE LÖCHEN,
AND VALERI VASSILIEV

Introduction

We are quickly entering a world in the next century of global interdependence, coöperation, multiculturalism, fast-paced information technology, and global citizenry. The role and importance of culture and language will continue to grow as the world becomes more coöperative and interconnected. Languages Across the Curriculum strives to prepare American college students for the rapidly changing pace of the global market and enhances their overall education by broadening their global job skills and opportunities. Social science is ripe for the use of LxC within its courses. Political science, in particular, can benefit the most from LxC. The understanding of foreign languages and foreign cultures is important to the study of political science. The combination of political science and Languages Across the Curriculum offers students the chance to further develop and understand political systems, political behavior and political development using foreign language based educational materials. Languages Across the Curriculum also offers students vital job skills needed for political science majors.

This article will discuss the authors' experiences and strategies to incorporate foreign language skills to further enhance students' understanding of political science in conjunction with PLSC 113, Introduction to Comparative Politics. The article will focus on three regional areas of analysis: France and Western Europe, Spain and Latin America, Russia and Central Europe. It will highlight the vital importance of LxC to further develop students' interests and political science knowledge.

LxC and Political Science

The role of political science as a social science in the next century will become one of the principal disciplines of college education to insure that American college students understand and develop this rapid global change we are experiencing. The study of political science and foreign languages has been in university curriculum for years, yet, LxC's goals are intertwined with understanding cultural differences and similarities. LxC provides an excellent opportunity for political science students to obtain a deeper insight into the emerging political structures around the world. Because the socioeconomic developments in these countries sometimes resemble a seething cauldron, no textbooks available can provide sufficiently current information on the political system dynamics. For instance, a considerable amount of information about Russia gets hopelessly obsolete in less than one year.

Political science students are able to further develop their knowledge of specific regional areas and nations, political system attributes and behavior, and gain a more complete comparative understanding of political science. The development of Languages Across the Curriculum and political science as disciplines must be encouraged and assisted. LxC gives the opportunity to students to fine tune their language skills and develop their reading abilities while also continuing to develop their understanding of political systems. LxC and political science is applicable for all sub-disciplines of political science: American, Comparative and International Relations. The addition of understanding another language gives the students the opportunity for a broader research agenda and a further understanding of the specific issues not covered by the American press and common American texts. For example, to properly understand the role of Latinos in modern day American politics students need to access Spanish language newspapers and television news program to define and understand the issues facing the Latino community in America. Another example is to have access to a number of foreign language print newspapers in America's modern cities to understand the continuing role immigrants play in American politics. The possibilities to deepen their understanding and insight into comparative and international politics issues are vast for students enrolled in LxC.

The textbooks presently used by professors present a fairly accurate historic overview of the emerging political system dynamics, yet the current state of affairs needs to be monitored and updated every three months or so. In this respect, LxC offers a unique opportunity to incorporate authentic foreign journals and press into political science

courses. The number of targets achieved is impressive:

- students acquire the required material in a more exciting manner, having to recall their regular course book texts and lectures relating to the LxC assignments, thus easily memorizing and using the facts and data their professor is teaching in the general lecture;
- LxC articles present the evolution of the political systems as a dramatic collision of personalities, parties and different social forces rather than as a enumeration of successive events that lead to a certain political paradigm;
- being given contrasting and contradictory interpretations of the same politicians, their parties and particular moves and actions, students develop a critical outlook and the ability of independent judgment, as well as of analytical thinking in regard with political issues;
- the possibility of multiple interpretation demands more elaborate investigation of related events and developments, challenging students with the necessity to find the logical causes for apparently random or incomprehensible actions of the statesmen and organs of power. This broadens the students' background and arouses interest in a number of subject matters, such as economy, history, international politics, etc.;
- of special importance is the development of independent unbiased thinking. Students are encouraged to draw their own conclusions and are cautioned against a stereotyped approach toward political analysis. In this respect LxC gives an outstanding chance for the students to encounter and contrast previously unknown facts and ideas and to incorporate them into their analytical strategies;
- besides delivering specific information useful in the regular course, LxC sessions greatly enlarge students' vocabulary, reading and speaking skills and also acquaint them with the political realities and culture and traditions of the country they study. This knowledge seems most likely to benefit both their academic performance and their future professional activities upon graduation.

Areas of Analysis

This section of the chapter will discuss the specific strategies used by each author to define the role of LxC using a specific language and

area. These LxC sections were taught in conjunction with PLSC 113, Introduction to Comparative Politics. The LxC component was voluntary and students enrolled to achieve and obtain many of the goals outlined below. Each specific section and area of analysis focused on the specific language. This joint effort by the authors is being undertaken to demonstrate the vast abilities and opportunities of using LxC with political science courses. The languages and areas used for this course were French, Spanish, and Russian and the areas of study were France and Western Europe, Spain and Latin America, and Russia (CIS) and Central Europe, respectively. Löchen will discuss the French and Western European section, Hurban will discuss the Spanish and Latin American section, and Vassiliev will discuss the Russian and East European section.

France and Western Europe (Bénédicte Löchen)

The French LxC component of the course did not intend to re-teach the course, but to expand on the material covered in the lectures and discussion groups and focus on some specific countries, in my case French-speaking ones. The French LxC sessions were in the case of PLSC 113 a natural extension of the course as France's political system was covered in the lectures. To illustrate my point, consider the following: in addition to the book chapter(s) and lectures on France, students were given a written assignment focusing specifically on France and Britain. At this point, the importance of my role could not have been clearer. I selected articles for my students that were directly relevant to the topic of their paper, as for example an extract of a General de Gaulle speech in 1958. The material was directly relevant to their paper and gave them a different perspective and insight on the topic, in the original language. It also gave them primary sources relevant to their academic research.

I approached this LxC component with the intention to: 1) enhance my students' knowledge of current developments in the French-speaking world of politics, as well as foster their curiosity, through articles drawn from actual French specific periodicals and newspapers, thereby exposing them to a different perspective; 2) to help the students maintain their current language skills and by building on these, help them develop a discipline-specific vocabulary as well as improve their proficiency in reading comprehension; 3) to stress the historical, social, economic and cultural environment that shaped the French society and values and thereby the French political system. On a different note, and yet of extreme importance to me, I also insisted on the benefits of

traveling/studying/living abroad hoping that my own insight and experience on the subject matter would entice them to take further steps in developing their language skills abroad, while being exposed to different cultures, and altogether a different world.

The material we covered throughout the semester combined well with the content of the class and that of the discussion groups. We discussed, for example, the role of the French president, the elections in Quebec and those in Germany. The latter topic was approached from a French perspective and was then related to a more in-depth analysis of German-French relations over the past 50 years. The rest of the articles we discussed were selected to offer further analysis of the French society and the French mentality through topics as varied as D-day seen by the French, weekly updates on the French election race (through articles, political cartoons and opinion polls), France's attitude toward freedom of press (triggered by recent disclosures affecting politicians in France) and finally the French youth and their expectations captured in a nationwide survey. The discussions in the group were very lively and enriching for the students. Indeed, I was able to bring into our discussions my culture, my background and my knowledge of French politics while my students were exposing me further to the U.S. political system, a topic that they all were very proficient in, and together we would then proceed to compare, and analyze the similarities, dissimilarities and peculiarities of these systems. On a personal point of view, not only did I learn a great deal about the American system, but I also deepened my knowledge of France's and Quebec's politics as I would read extensively on the topics we were to cover each week.

Not only were my students keen on learning about the content of what they were reading, but they also were eager to use their language skills and develop them further. The sources from which material was available (I mostly used periodicals such as *Le Point*, *L'Express*, *Le Nouvel Observateur*, *Courrier International*, and daily papers such as *Le Devoir*, *Le Monde*) made the readings challenging at first. Indeed, students were suddenly exposed to journalistic jargon and fairly complex sentence structures. Fully aware of that fact, I compensated for these difficulties by keeping the articles short at first and by providing my students with fairly extensive lexicons, in which I incorporated many idioms, expressions and complex structures. Each reading was given in advance and was accompanied by a series of questions meant to be used by the students as a guideline to their readings and by me as a verification tool. This week between the assignment and the actual discussion in class gave students the advantage of following their own

reading pace and of consulting dictionaries as often as they wanted.

As the semester continued, I gradually assigned longer articles and reduced my lexicons down to words with double-meaning and words unlikely to be found in many dictionaries. In addition, I also undertook to give them very short readings during the class-time (a couple of paragraphs long maximum) to be examined in class, in order to assess their methods of proceeding with a foreign text and to give them tips and advice on ways to improve their skills. As the semester went by, it became clear that the sentence structures seemed less of an obstacle to the understanding of the texts, and students started being familiar with many idioms as they often were used repeatedly from one article to the other. Building their French political vocabulary was the easier of the tasks as students quickly discovered throughout the articles, with surprise and joy, that in French the vocabulary related to politics was very similar to that of English. Therefore they assimilated it quickly and moved on to concentrating further on other difficult aspects of political systems.

One semester worth of French in the context of political science exposed the students to a language whose influence holds a continuing important part of international politics. It gave them the opportunity to develop a competitive advantage through reading primary source articles and increase their overall university education and job skills.

Spain and Latin America (James Hurban)

The development of the Spanish-speaking world in the next century will blossom on all levels. Not only will Spanish-speaking nations seek more say in world organizations, but they will continue to develop both economically and politically. The NAFTA agreement between the United States, Mexico and Canada may bring Mexico unforeseen wealth and development in the long term. It is also expected that the United States and nations of Latin America will join in an economic free trade zone sometime early in the next century. The prospects for political scientists to capture this current wave into their discipline must not be squandered.

The Spanish language is the third most spoken language in the world. As seen in Table 1, "The Principal Languages of the World", there are over 332 million native speakers and 381 million total Spanish speakers compared to 322 million native English speakers and 470 million total English speakers. Additionally, in Table 2, "Top 20 Languages, other than English, spoken at home by Americans", it is seen that Spanish increased by 50.1% from 1980 to 1990 (from 11,549,000

to 17,339,000), French by 8.3% (from 1,572,000 to 1,703,000), and Russian by 38.5% (from 175,000 to 242,000). Russian and French continue to play an increasingly vital role in the shaping of American culture. These numbers are astounding and have implications for all disciplines in American universities. Languages Across the Curriculum using foreign languages is properly preparing college students for the global interdependent world we are entering.

The goals of the Spanish LxC study group in PLSC 113 were three-fold: 1) to further develop language skills; 2) to define the differences and similarities of the Spanish and Latin American political system with those of other nations; and 3) to encourage and develop the students' interests in using their Spanish language skills to broaden their perspective of political science and the world.

To accomplish these goals I first needed to capture my students' attention by choosing a topic of immediate interest to them. The first assignment therefore focused on an article on Spain's Generation X, the term currently being used to refer to those people born following the baby boomers (generally 1966 to 1980). Students were invited to compare the problems of Spain's Generation X with the problems the students themselves were facing. This article was chosen for several reasons: 1) to demonstrate that simply using their Spanish language skills would allow them to broaden their understanding of other cultures and political systems; 2) to illustrate the easy availability of current events periodicals in the Spanish language; and 3) to help students define the prospects for using their foreign language skills.

The study group continued to develop both their language skills and their understanding of political systems throughout the semester. For example, one study group session was devoted to a discussion of the political system of Spain in comparison with systems of other Western European and Latin American nations. This was not covered in the main lecture and offered the students a broader perspective. This perspective continued to develop on several levels throughout the semester. The combination of LxC and political science allowed the students the opportunity not only to understand other political systems, but also to further understand the historical, economic and cultural aspects of other nations. By using primary language based texts, students are able to incorporate the historical aspects of why a specific nation presently has the political system it does. Unfortunately, many times this is not covered in the general lecture or English-based textbooks. This can be accomplished easily in the LxC component. Many students while studying foreign languages in a university setting will touch on such topics. LxC offers the chance to fine tune their understanding.

Spain and the Latin American world offer American college students a vast and broad area to study. The Spanish-speaking world is rich in history, culture, language, economic development, and political activity. Throughout the semester, students continued to develop their understanding of the Spanish-speaking world. For example, for one class they discussed the role of the *Partido Revolucionario Institucional* (PRI) in Mexico. PRI continues to play a major role in Mexican politics. Using a one-page handout prepared by the LRS (JCH), they were able to use a Spanish language resource to trace historically the political power the PRI had held and continues to hold. This could not have been accomplished had it not been for the use of a Spanish text. During the final class sessions, each student was assigned political terms to discuss in class. These political terms (dictator, army, Americanism, communist, democracy, equality, intervention, socialism, and nationalism) were taken from a Latin American political terminology dictionary. Each term had specific Latin American historical examples which assisted in broadening the students' political understanding of systems in a comparative perspective.

The Spanish section of the LxC component of PLSC 113 offered the students the chance to broaden their political knowledge and get in-depth understanding of the Spanish-speaking world. This invaluable experience of LxC not only offered the students an additional job skill but also offered the opportunity to further understand political systems that are closely intertwined with the historical aspects of their culture and language.

Russia and Central Europe (Valeri Vassiliev)

The knowledge of Russian and the ability to read political texts in that language may be an invaluable source of information for a political science student or researcher. Russian is widely spoken in all the former Soviet republics. In some of them, speakers of Russian comprise about forty percent of the population (Latvia, Estonia) or even more (Kazakhstan). The overwhelming majority of the citizens in the Republic of Belarus use only Russian. In the other newly independent states, speakers of Russian constitute socially and politically crucial sections of society. Due to that, the national newspapers published in those countries represent a wide range of political spectrum, as both the governmental (parliamentary) bodies, political parties and nationalist movements sponsor Russian language media in pursuing their goals. Thus, the knowledge of Russian can provide access to monitoring the political life of nearly all former Soviet republics. This is

unlikely to change within the lifetime of at least one more generation.

The Russian Comparative Politics LxC study group consisted of students with advanced knowledge of Russian that had good grammatical and reading skills. That allowed me to concentrate on peculiar political vocabulary and encourage the discussion in Russian beginning with the second session. The peculiarities of Russian politics helped design the teaching strategy. I decided to start with the text of the Russian Constitution which had been in effect less than a year. The aim was to give the students a comprehensive overview of the political structure of the modern Russian state and to explain the realities vital for understanding the current political process. Because the Constitution was adopted in a unique way and under extraordinary circumstances, many of its provisions were to be elaborated by the new representative organs, a process which has not been concluded even now.

Thus, the first session was devoted to the articles of the Constitution describing the powers and responsibilities of the Russian president, as well as to the previous developments which led to the introduction of presidency and the adoption of the new Constitution. In class, the students were given short article briefings of the sharp conflict between the president and parliament prior to its dissolution. The timing of the assignment was not accidental. At approximately the same time the students were to discuss the powers of the French president and the British prime-minister. While studying the powers of the Russian president and comparing them to those of his West European counterparts, the students had a chance to reveal and systemize their knowledge, as well as to reveal salient features of the Russian presidency and its similarities to the historic patterns of government in Russia.

The first handout contained articles of the Russian Constitution and the English translation for the students to become familiar with understanding peculiar syntactic constructions of the very formalized legal text. The English version was not available at the following sessions when the students studied articles on the Federal Assembly — a new Russian professional parliament. That session coincided with the first anniversary of the bloody events in Moscow that led to the dissolution of the Supreme Soviet and was followed by the adoption of the new Constitution and parliamentary elections. After analyzing the causes and a short history of the underlying events, the students were able to see the powers of the new representative organ of power and to come to their own well-grounded answers to their professor's question about the continuity of the Russian political tradition in their discussion sections.

The logical continuation of that session was the discussion of the

political parties represented in parliament, their leadership, platforms, political programs and prospects. Before dealing with that part of the LxC course, the students were given a list of political parties, the names of which are generally used abbreviated. Those abbreviations are very common in the press and are rarely explained in authentic texts, thus presenting one of the most difficult part of understanding them. Being given the list of the abbreviations, the students were able to overcome that difficulty.

However, dry academic definitions of the political movements and parties and labeling their slogans and programs often leave students unimpressed, and because the number of political organizations in the former Soviet Union is disproportionately large, the students often experienced difficulties in trying to remember particular parties and to associate their names with particular leaders and activities. To make that part of their PLSC 113 course more interesting and exciting, students were given stories about the politicians, their careers, personal histories and interrelations. This helped the students to acquire a personalized view on the statesmen, politicians, and the parties and institutions they represent. Much of that information was provided in a natural way by commenting on the names, events, or actions described in the LxC articles and assignments.

This method of supplying background knowledge proved to be very efficient in arousing students' interest in politics. It also covered much related information, such as economic conditions, overall political situations, possible motives and goals of the politicians, during and before the periods of considerable changes in the political structure of Russia. This knowledge permits the students to have a deeper insight into the driving forces and causes for challenging alterations in the political system throughout the past ten years. It also draws the students' attention to historical and economic preconditions of those changes. Ultimately, this approach develops a broader outlook on interrelated and interconnected aspects of political life, possibly influencing students' majors, concentrations, and assisting in choosing their academic career.

For the specific goals of the PLSC 113 course, expanding student's background served the purpose of helping them acquire an additional perspective to comply with their professor's assignments and requirements. For example, the students were to write a paper attempting to answer the question whether the centuries-long patterns of government in Russia were going to override the current liberal democratic tendencies. One of the LxC sessions was devoted to that topic, and while discussing the problem, the students came to contrasting conclusions

resorting to the same LxC articles for arguments to support their stand. Although the students arrived at opposing opinions, their attempts were encouraged, as they promoted independent thinking and analysis skills in regard to comparative politics.

The development of analytical and independent thinking was considered to be a top priority. At the end of each section, students were asked to give their forecast of the developments related to the topic discussed that day. Due to the dynamic political situation, their predictions could be either confirmed or refuted within one or two months. During the second half of the semester, I started the sessions with a short briefing (political updates) and referring to the students' previous forecasts the instructor stressed and praised any of the predictions that seemed to be materializing. Being taken seriously and heeded to, the students really felt excitement in performing a role of an international politics advisor for the U.S. president, or a political columnist for major national newspapers. With their forecasts nearing reality, the students acquired a feeling of confidence and self-respect, which is most probable to facilitate their university studies.

The Russian LxC section can thus be regarded as extremely useful and enriching. It offered the students a broader outlook and deeper insight into comparative politics, as well as mastering their knowledge of a foreign language.

Results

The LxC component in the Comparative Politics course achieved the goals set before it. The final assessment proved that the students had acquired steady analytical skills, as well as a considerable amount of necessary information. They had a clear vision of various political movements and could understand the names and realities of the political life and arrive at independent conclusions.

From the language point of view, their reading skills improved, as did their speaking skills through discussion and reports in the foreign language. Student evaluation forms are a flattering acknowledgment of the LxC's effectiveness. Table 3 offers some of the statistics that were compiled as part of a survey given at the end of the semester.

The results of the survey show the outstanding results of incorporating foreign languages study across the curriculum into political science courses. When asked whether participation in LxC increased students' knowledge of or motivation to learn about the course subject matter, 91% responded "Yes, very much so" or "Yes, significantly". This is

an astounding figure that allowed the LxC students to learn more than the average student enrolled in PLSC 113. When asked if LxC increased students' interest in learning more in the future about the subject matter of the course, 64% responded "Yes, very much so" or "Yes, significantly". Combining LxC with political science courses offers college students the opportunity to expand their knowledge not only in the field of political science, but also in economics, history, culture, and sociology.

Concluding Remarks

Political Science as a discipline has been greatly assisted by Languages Across the Curriculum to prepare its students for the global political economy that we face in the 21st century. The combination of a regular class and LxC offered detailed political analysis in a foreign language, which broadens the perspective of students. It also offers a wide array of career opportunities. Not only will political science students who are entering the career world encounter a fast paced changing information age, they will also be expected to be more diverse in their education, information technology skills, and political analysis. Combining LxC with political science courses also offers college students the opportunity to expand their knowledge not only in the field of political science, but also in economics, history, culture, and sociology.

We have shown through a joint effort specific examples how political science can benefit from LxC components. The combination of political science and Languages Across the Curriculum offers students the opportunity to further develop their interests and understanding of political systems, political behavior, and political development. This combination will offer students vital job skills for future needs of political scientists.

Table 1

The Principal Languages of the World

Source: S. Culbert, NI-25, University of Washington,
Seattle, WA, 98195, data as of mid-1993

Languages spoken by more than 100,000,000 people

	Speakers (millions)			Speakers (millions)	
	Native	Total		Native	Total
Mandarin	836	952	Russian	170	288
Hindi	333	418	Portuguese	170	182
Spanish	332	381	Japanese	125	126
English	322	470	German	98	121
Bengali	189	196	French	72	124
Arabic	186	219	Malay-Indonesian	50	155

Table 2

**Top 20 Languages, Other than English,
Spoken at Home by Americans**

Source: Bureau of Census, US Dept. of Commerce

Languages used at home	Total Speakers over 5 years old		Percentage Change
	1990	1980	
Spanish	17,939,000	11,549,000	50.1%
French	1,703,000	1,572,000	8.3%
German	1,547,000	1,607,000	-3.7%
Italian	1,309,000	1,633,000	-19.9%
Chinese	1,249,000	632,000	97.7%
Tagalog	843,000	452,000	86.6%
Polish	723,000	826,000	-12.4%
Korean	626,000	276,000	127.2%
Vietnamese	507,000	203,000	149.5%
Portuguese	430,000	361,000	19.0%
Japanese	428,000	342,000	25.0%
Greek	388,000	410,000	-5.4%
Arabic	355,000	227,000	57.4%
Hindu, Urdu, related	331,000	130,000	155.1%
Russian	242,000	175,000	38.5%
Yiddish	213,000	320,000	-33.5%
Thai	206,000	89,000	131.6%
Persian	202,000	109,000	84.7%
French Creole	188,000	25,000	654.1%
Armenian	150,000	102,000	46.3%

Table 3

Student Survey Results
Languages Across the Curriculum Evaluation — Fall 1994

**Sections for PLSC 113, Introduction to
Comparative Politics Average Years of Language Study**
5.8 (mostly at the pre-college level)

Did participation in LxC increase your knowledge of or motivation to learn the course subject matter (not the language)?

Yes, very much so	27%
Yes, significantly	64%
Somewhat	9%
No, not much; No, not at all	0%

Has LxC increased your interest in learning more in the future about the subject matter of the course?

Yes, very much so	18%
Yes, significantly	46%
Somewhat	36%
No, not much; No, not at all	0%

Do you think that you will need to have skills in a language other than English after graduation?

Certainly	82%
Probably	18%
No idea; Probably not; Certainly not	0%

Did LxC participation increase the likelihood that you will use or acquire such skills in the future?

Yes, very much so	36%
Yes, significantly	55%
Somewhat	9%
No, not much; No, not at all	0%

Would you participate in LxC again, or recommend LxC participation to others?

Yes, certainly	82%
Yes, probably	18%
Maybe; Probably not; No	0%

Appendix

The following are extracts from students' written commentary regarding the LxC component of PLSC 113 in Fall 1994. These comments are prime examples of how LxC has been able to expand the educational horizons of the participants in this particular political science course.

I learned more about the Spanish political system. After LxC, I was able to compare it to the political systems that I learned in class.

It exposed me to the government of Spain as well as aspects inside the spectrum of the political science classroom.

I realized that being able to read, speak and understand a language is important today not only because the likelihood of coming in contact with a person who speaks another language is increasing, but also because we can learn more about places by learning about it in another language. I've learned that language is very important in the future considering how it is changing so rapidly.

This group was probably more beneficial than my discussion class.

It is a good opportunity to strengthen and combine your knowledge of two subjects at the same time.

I became more convinced that declaring political science as a major was the right thing to do after attending my LxC sessions. Next semester I have signed up for two political science courses.

My future is going to be closely associated with political science, and foreign language will increase my horizons, as well as offer better job opportunities.

My LxC component helped me improve my political science knowledge, kept me focused throughout the semester and improved my grade through better performance on papers and exams.

LxC gives you a more complete knowledge in the course as well as improves your language skills.

For people who know a foreign language but need to practice, LxC is a good way to do so. It gives extra information and another opportunity to express yourself, or to make certain things clear.

Many of the concepts we learned in class (lecture) we were able to apply to specific instances in LxC discussion. This was important because the TA discussions were not focused on the lectures.

I was always interested in world politics, and LxC helped me learn more about it and kept alive my interest to learn more.

I'm a double major in French and Political Science. I love the language. It's great that I was able to add LxC to my language experience.

In today's global economy you need more than one language.
LxC is a great language experience. I'll definitely do it again.
It really helped heighten my motivation for the course itself.

James C. Hurban is Lecturer in Political Science at Monmouth College and a management analyst for the City of Peoria, Illinois. He received an M.A. in international political analysis from the Monterey Institute of International Studies and has lived in Madrid and Krakow. He has published in the area of civil-military relations and political conflict, and is a Ph.D. candidate in the Department of Political Science at Binghamton University (SUNY), writing a dissertation on a comparative analysis of regime types and the regulation of political conflict. <jhurban@midwest.net>

Bénédicte Löchen of Lyon, France, served as a Language Resource Specialist in Binghamton University's Languages Across the Curriculum program during her two years in Binghamton's School of Management, from which she received a Masters in Business Administration in May 1995. She is currently working as a project assistant in the Economic Development Institute of the World Bank in Washington, D.C., where she has worked on regulatory reforms and private-sector development, primarily in Francophone Africa. <blochen@worldbank.org>

Valeri Vassiliev is Lecturer and Head of the Foreign Languages Department at the Chuvash Pedagogical Institute, on leave for 1996-97 in the Linguistics Department of Memorial University, St. John's, Newfoundland, Canada. He has published in the areas of semantics and psycholinguistics. In 1994-95 he pursued graduate studies in Political Science at Binghamton University (SUNY) and served as a Language Resource Specialist in the Languages Across the Curriculum program. <valeri@morgan.ucs.mun.ca>

*Expanding the Global Community:
Languages Across the Curriculum
(LxC in Political Science 113:
Introduction to Comparative Politics)*

JAMES C. HURBAN

Introduction

American university students exhibit a serious lack of foreign language skills. American universities have failed to achieve the level of success in expanding foreign language teaching programs that is vitally necessary to prepare American students for the needs of the global marketplace. The horizon looked bleak in the early 1990s with enrollments, in relative terms, falling from 16.1 per 100 college students in 1960 to 8.5 per 100 in 1990 enrolling in modern foreign languages (Brod and Huber 1992). Binghamton University's Languages Across the Curriculum program (Straight, Gaddis Rose, and Badger 1994) has been implemented at the exact moment it was needed most. Although we see a decline in enrollments in modern foreign languages, LxC has been able to further the goal of preparing American students for the global marketplace. By reinforcing existing foreign language skills through optional LxC study groups in existing courses in the humanities, sciences, social sciences, and business, LxC fosters viable alternative career opportunities for students incorporating their language abilities.

Languages Across the Curriculum at Binghamton University strives to accomplish three goals: 1) to foster the maintenance and improvement of students' language skills, mostly reading comprehension; 2) to improve learning through the infusion of multicultural perspectives; and 3) to contribute to the education and self-actualization of LxC-participating international graduate students (Straight, Gaddis Rose, and Badger 1994). These goals, once achieved, will better integrate Americans into the global community that the world is truly becoming in the 21st Century.

This chapter will discuss the necessity of foreign language study for American students. I offer some astounding statistics to highlight America's changing demographics in order to show the vital importance of initiating and expanding programs such as Languages Across the Curriculum. I also offer my specific goals and objectives of my LxC study group for PLSC 113, Comparative Politics, and my teaching methods. Finally, I will offer the results of my students' progress and continuing interest in foreign language based education.

The Importance of Foreign Languages for American College Students

According to the latest census studies released in April 1993, over 31.8 million people — 14 percent of the nation's population five years or older — spoke a language other than English in 1990, compared with 23.1 million (or 11 percent) in 1980. After English, Spanish was the most common language spoken. About 4.5 million Americans spoke an Asian or Pacific Island language and nearly 332,000 spoke a Native North American language. More than half of all non-English language speakers in 1990 lived in three states: California (8.6 million), Florida (4 million), and New York (3.9 million). New Mexico had the largest percentage of non-English language speakers at 36 percent of its population, followed by California with 32 percent (*Information Please* 1994: 838).

These numbers are astounding and cannot continue to be ignored by America's higher education institutions. LxC programs around the country are assisting in expanding the global community. The global community is quickly permeating America and Americans must not squander the moment to learn other languages and other cultures. These foreign cultures are effecting shifts in American cultural diversity at an increasingly rapid pace. LxC offers to American college students the opportunity to broaden their horizons and also offers foreign speakers the opportunity to learn and broaden their understanding of the English language.

As students of foreign languages, Americans rank far below Europeans and Asians, many of whom — from an early age — study languages other than their own. The "relevance" of foreign language studies to American students became an issue during the late 1960s and the 1970s, and some university foreign language course requirements were reduced or eliminated. High schools, in response, no longer required foreign language study of their college-bound students. The 1980s, however, saw a revival of foreign language study —

prompted in large measure, according to educators, by the demands of international trade, as well as campaigns for higher educational standards and a greater interest in foreign affairs (*Grolier Multimedia CD-ROM*). This revival has continued in the 1990s and will continue well into the next century. Languages Across the Curriculum programs are able to bridge the gap of declining enrollments in foreign languages and develop a proficient level of a foreign language and reinforcement of existing skills.

America's demographics are changing rapidly and so must our educational system. The following statistics offer a picture of the changing face of America. In 1940, 70 percent of immigrants came from Europe. In 1992, 15% came from Europe, 37% from Asia, and 44% from Latin America and the Caribbean. In 1976 there were 67 Spanish-speaking radio stations. Now there are 311, plus 3 Spanish-language TV networks, and 350 Spanish-language newspapers. Japanese-Americans marry non-Japanese Americans about 65 percent of the time, an out-marriage rate so high that since 1981 the number of Japanese-American babies born in the U.S. with one white parent has exceeded the number with two Japanese parents. More than 100 languages are spoken in the school systems of New York City, Chicago, Los Angeles, and Fairfax County, Va. Furthermore, in 1990, the population was: Anglo 76%, African-American 12%, Latino 9%, Asian 3%. By 2050 the breakdown is projected to be: Anglo 52%, African American 16%, Latino 22%, Asian 10%. The foreign-born population in 1990 totaled a record 19.8 million (8 percent), surpassing previous highs of 14 million in 1930 and 1980. Finally, since 1901, 30 percent of the U.S. Nobel prize winners have been immigrants. (Source: *Time Almanac 1990s CD-ROM*).

These statistics are evidence that America's university system and secondary education system must not squander the time and energy needed to advance American society into the 21st Century. Languages Across the Curriculum is offering the correct methods at the correct time to harness the expansion of America's global community and to graduate college students with a further understanding of this community.

Goals and Objectives of PLSC 113 Spanish LxC Study Group

My goals and objectives differed from most other Language Resource Specialists. As one of the few American students hired to be a Language Resource Specialist — with Spanish being my secondary

language, I was able to offer my students an added "living" example of the dynamics of foreign language studies. As an American, I offered vivid personal reasons for studying foreign languages. Having studied Spanish abroad in Madrid, Spain, and at New York University, I received my Bachelor of Arts degree in Spanish Language and Literature and International Politics. With this background of combining a foreign language with a social science, I was able to offer to my students a concrete reason for participating in the LxC component and encouragement for combining foreign language studies with another college major.

I led a Spanish LxC study group for PLSC 113, Introduction to Comparative Politics, at Binghamton University. Most of my students were first and second year university students who had studied Spanish in high school. The professor was not focusing on Spain or Latin America, and I was able to design my LxC component with interesting and exciting educational materials to reach the goals I had set. Thus, I developed my study group with the following three objectives in mind: 1) to instill and encourage foreign language study; 2) to develop foreign language skills; and 3) to enhance students' overall education. I chose and designed each assignment with these specific goals in mind. I also intended to expand their understanding of the changing global community. This particular LxC component allowed my students to combine their varied interests with solid Spanish language skills that are marketable in the global community.

My first goal to instill and encourage the development of foreign language skills was facilitated by the students' interest in Spanish. I specifically designed a non-intimidating environment thereby encouraging discussion and understanding of a foreign culture and different world views. Students were continuously encouraged to develop their interests not only in Spanish but also in the culture, history, and economic development of Spain and Latin American nations and their influence on present-day Latino issues. All areas of students' interests were taken into account when I chose the reading assignments. Operating in an open and encouraging class environment allowed for individual and group development.

Using personal historical anecdotes, I encouraged students to continue their foreign language studies and succeeded in instilling in each student a desire to continue to learn foreign languages. Many students offered interesting anecdotes of their experiences of studying abroad in Spain and also encouraged other students to study abroad. During the first session, I used an intermediate text from a Spanish periodical on Generation X in Spain. This text included simple to the most com-

plex sentence structure as well as graphics and photo captions. The students were able to understand the problems and situations facing Generation X in Spain and relate them to their own experiences. By choosing a topic close to my students' own life experiences (we were all part of Generation X), I was able to encourage the understanding of the importance of foreign languages and expanding the global community. This article laid the foundation for future sessions demonstrating the importance of understanding other cultures and languages.

During the first session, I prepared a handout, "Spanish Language Resources in Political Science". This handout detailed the newspapers, news magazines, and journals available in our library. This offered the students the opportunity to quickly become familiar with the vast material available for use to incorporate foreign language based texts into their current curriculum. I also prepared a list of suggested weekly topics for discussion; this was a list of issues affecting the modern day Spanish-speaking world. My students were able to choose the topics in later sessions that were of particular interest to them.

My second goal was integral to the overall goals of the Languages Across the Curriculum program. The goal of developing foreign language skills through primary resources also leaves a great deal of room for students to develop on an individual basis. In keeping with LxC's primary focus on assignment content, my goal was to foster my students' Spanish skills but not directly to teach the complexities of the Spanish language. Their skills were tested at the first session using a sight translation technique of a simple text. Focusing first on the context in which the target material was produced rather than on its specific content allowed my group a greater amount of time to discuss complex social and political issues surrounding the target text. For instance, my group discussed the role of Felipe Gonzalez in Spain and the role of the ruling PRI party in Mexico. Using various texts in Spanish, my students' skills rapidly advanced. Since my main objective was to develop their research skills using Spanish as the principal language of investigation, we focused mainly on reading skills.

My third goal was to enhance the students' overall university education. All of my students had completed three years of high school Spanish. Several had taken the New York State Regents Examination in Spanish. Since they had accomplished this as high school students, my goal was then to enhance their college experience and career with university-level Spanish. The bibliography handout of available resources in BU's library was evidence of the ease of incorporating Spanish-based texts into their current coursework. My purpose in doing this was to broaden the students' educational opportunities for

using their knowledge of the Spanish language. I stressed the vast availability of Spanish language resources regardless of their college major. My goal was to inform each student that the use of their Spanish skills should not end with high school but should continue on all levels in college and after graduation. By using foreign language-based reference materials, students are able to broaden their understanding of complex issues and convey this knowledge more easily when writing term papers in other courses.

Methods

The methods I devised to accomplish the aforementioned goals came from my many years of Spanish language education. Having been a student of Spanish for over 10 years, I was able to incorporate a greater understanding of the students' interests and views. My methods constantly revolved around and served my goals. Instilling, developing, and enhancing were always at the forefront of each study group session.

The most important part of an LxC component to a lecture course is to contribute information that is not given in the general lecture or common required readings. In political science courses, this is an easy goal to achieve. PLSC 113, *Introduction to Comparative Politics*, is a course focusing on the differences and similarities of political system attributes of nations around the world. Students who were enrolled in the LxC study groups were able to learn and intensify their knowledge of particular regions and countries. In the case of the Spanish study group I led, my first method was to develop a historical background of Spain and Latin America using materials in Spanish. I used articles from *El País* and *Cambio 16* from Madrid as a basis for discussion of the political system, socioeconomic situation, and cultural aspects of Spain. The general lecture class discussed Great Britain and France but did not discuss Spain.

My study group enhanced the students' overall education by offering a historical background, through first-hand language accounts, for the reasons behind Spain's present political and economic situation in Western Europe. We also discussed Spain on a comparative political level with other Western European nations stressing the importance of Spain to the continent and the historical differences in the economic development of Spain. More importantly, we discussed the historical role Spain has played in the developing economies and systems of Latin America. This continued to broaden the students' overall understanding of a greater part of the world.

While the principal skill emphasized in Binghamton University's LxC program is reading comprehension in the target language, my study group developed both oral and reading Spanish skills, through a mixture of English and Spanish in the group discussion. In order to expand the students' knowledge base of the available Spanish-language materials of relevance to political science, each week we read progressively more difficult materials. For instance, I prepared a simple handout of the political party system in Spain discussing the similarities and differences. I also gave my students a detailed Spanish textbook chapter on the political parties of Spain. I used simplified handouts with graphs and tables to discuss socioeconomic issues. These charts were an excellent way to further develop and enhance the students' knowledge base.

During my final three study-group sessions, we discussed political terminology pertaining to the Spanish and Latin American political systems. The readings were complex and offered detailed analysis. Each student chose a political term and prepared a brief presentation and led the discussion. The political terms we discussed (dictators, army, liberal, peace, democracy, equality, intervention, nationalism, socialism) all had particular relevance to the Spanish speaking world. This method not only allowed the students the opportunity to analyze the text but also offered them the opportunity to prepare a presentation and lead the class discussion.

Results

The concrete results of my LxC study group are impressive. All of my students expressed an interest in continuing with LxC and expanding their use of foreign languages into their curriculum. The reading levels of all students increased at least one level on the ACTFL scale. The overall understanding of political systems and foreign culture and life increased dramatically. All students expressed an interest in studying abroad in their junior year, and half of the students intended to pursue a dual major in Spanish and one of the social sciences. By the end of the semester, I was able to instill, develop, and enhance interest in foreign languages and foreign cultures.

The following statistics are from a brief evaluation form given to my students at the end of the semester. When asked if LxC increased the student's knowledge of or motivation to learn the course subject matter, 80 percent answered "Yes, significantly". One hundred percent thought that they will need to have skills in a language other than

English following graduation. Having participated in LxC, 80 percent of the students agreed that their participation would increase the likelihood of using or acquiring foreign language skills in the future. All students answered "Yes" that they would participate in LxC in the future.

Conclusions

The expansion of my students' understanding of the Spanish-speaking world was immense. By offering them a "human model" and "live" example of the use of foreign language skills, I was able to achieve the goals I had set. By lecturing on additional materials not offered in general lectures pertaining to Spanish and Latin American issues, encouraging study abroad programs by offering anecdotes of study abroad experience, and offering my students the opportunity to use their Spanish skills, all of my goals were achieved.

Student comprehension of our global community was truly expanded through this LxC component. American universities must strive to promote, fund, and encourage programs such as Languages Across the Curriculum in the future. American society is rapidly changing before our very eyes and our educational system must change along with it to understand and appreciate the wonders of culture, language, and people.

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James C. Hurban is Lecturer in Political Science at Monmouth College and a management analyst for the City of Peoria, Illinois. He received an M.A. in international political analysis from the Monterey Institute of International Studies and has lived in Madrid and Krakow. He has published in the area of civil-military relations and political conflict, and is a Ph.D. candidate in the Department of Political Science at Binghamton University (SUNY), writing a dissertation on a comparative analysis of regime types and the regulation of political conflict. <jhurban@midwest.net>

*Strategies for Handling Presuppositions
in Political Texts
(LxC in Political Science 113:
Introduction to Comparative Politics)*

VALERI VASSILIEV

Introduction

A "political text" as I will use the term in this chapter is a text describing the political structure, electoral processes, legislative and governmental bodies and their operation, political parties, popular movements and their leaders, tendencies in politics, or the leadership of a particular country or countries. This definition generally encompasses the texts that were assigned for the Russian Languages Across the Curriculum (LxC) study group I led for PLSC 113, a Comparative Politics course at Binghamton University. (See Straight, this volume, for a description of Binghamton's LxC program.)

Any text used in an LxC assignment or discussed in an LxC study group has a number of discipline-specific semantic features. Besides explicit meanings, one finds a variety of implicit meanings, generally referred to as presuppositions. The term presupposition stems from a logical notion and was borrowed and has been widely used by linguistics, in which it has a number of definitions. These frequently coincide with the definition of the term presupposition commonly used in philosophy as "relations between linguistic and non-linguistic phenomena in an act of communication" (Zvegintsev 1976:213), or as "a totality of conditions that should be fulfilled in order:

- a) to make a given structure appropriate for a particular utterance;
- b) to effectively realize a given communicative intention;
- c) for the utterance to be correctly comprehended in its direct sense" (Zvegintsev 1976:220-221).

Presuppositions along with some other semantic characteristics may

refer not only to a particular utterance, but also to a particular word and the text as a whole (Kolshanski 1980:77). Because presuppositions are complex phenomena, there exist numerous classifications based on various principles (for example, Kolshanski 1984:129-130). These classifications consider the general character and features of every sort of implicit content inherent in linguistic units of different levels. Although of great theoretical significance, such classifications are not of notable practical value when it comes to discipline-specific forms of language use. For that reason, I will discuss in this article only presuppositions peculiar to political texts, and I will suggest a new classification for the particular purposes of LxC study-group use of such texts.

By presuppositions I mean all sorts of implicit information that could and should be derived from the text by a person who is meant to be the recipient of the text. As the texts for the LxC study group are original publications from Russian periodicals and legislation, naturally, American students do not fit into this definition of the expected recipient of the original text, and they encounter, often without realizing it, a challenging task of understanding the information that was designed for different addressees.

This led me to developing certain strategies to facilitate the students' work as well as to enlarge and deepen their background knowledge related to the larger Comparative Politics class to which my LxC study group was appended.

Types of Presuppositions

First of all, presuppositions in the assigned political texts were studied and classified into three basic groups: linguistic, notional and topical.

1. Linguistic presuppositions are implications that are well known to ordinary speakers of a language and are designated by special linguistic means. They include abbreviations and lexical units with peculiar meanings not described in common dictionaries.

2. Notional presuppositions involve a large layer of background knowledge associated with certain words and phrases referring to particular events in the political structure and social life. That knowledge very often brings with it a strong emotional coloring and evokes a number of associations of a personal character.

3. Topical presuppositions are allusions to current events and developments familiar to everyone who monitors the political situation on a daily basis; that is, incidents, recent speeches or sessions, confer-

ences, meetings, scandals, investigations, etc. These issues often make headlines in the media and are rarely explained in detail, since readers are presumed to keep track of the developments.

Obviously, these three groups of presuppositions present significant difficulty even for students with advanced reading skills and a good knowledge of the language structure. Unrecognized linguistic presuppositions often leave blank spaces in the perception of the text regarding its very subject and topics, and might also bring students to wrong conclusions and a distorted perception of the described events. In the case of notional presuppositions students are unable to see important relationships between seemingly unrelated matters, as well as to assess the importance of the facts reported by the text. Topical presuppositions might lead to misinterpretations or missed meanings resulting in bewilderment and frustration when students are unable to understand the logic of actions and events as well as the meaning of phrases using a standard dictionary, even though they actually understand every separate lexical unit of the text.

The different nature of the three groups of presuppositions thus prompted some guidelines for developing strategies and techniques in order to overcome American students' perception problems when dealing with political texts.

Strategies and Results

After analyzing the texts to be assigned in the first half of the semester, linguistic presuppositions were found to be the most frequent and the most confusing. Abbreviations and words with a specific meaning are widely used not only in the press in editorials and analytical reports, but also in legal texts such as the Constitution, which describes the basics of the political system. Thus it seemed logical to start eliminating presupposition problems by dealing with them in the opening session. For that purpose, the students were given the most frequent abbreviations of the political, governmental and legal bodies, and parties. The explanations included not only the phrases and the corresponding English term, but also, whenever necessary, a short dictionary-like description. For example:

FS or *Federalnoye Sobraniye* — Federal Assembly (FA): the new professional parliament of the Russian Federation elected in 1993 under a presidential decree.

SF or *Sovet Federatsii* — Federation Council (FC): one of the two

houses of the new parliament (Federal Assembly).

RF or Rossijskaja Federatsija — Russian Federation (RF): one of the two official names of the country, the other being Russia (Rossiya).

SB or Sovet Bezopasnosti — Security Council (SC): an advisory body headed by the president; it often shapes the country's politics although its status has not yet been legally determined.

Conservative: the word usually denotes communist and left parties in Russia.

The students were given a chance to practice linguistic presuppositions in their first session. After a lively and brisk conversation during which I was trying to determine their level of knowledge of the Russian political system, the students were provided with the parallel English text of their first assignment which contained "deciphered" abbreviations. Thus they had an opportunity to get used to them and start recognizing them at the following sessions. Later on, however, the students were given only the undeciphered Russian texts.

Handling linguistic presuppositions first was a top priority since they were both a frequent and current reflection of the changing political realities which could not be found even in the most recent reference books. After familiarization with these presuppositions the students felt more confident about their assignments to the point that they started using many of them in their discussions. At every session the number of presuppositions to be introduced and explained was enlarged, but to a lesser extent. At this point, once the major obstacle for the correct understanding of the texts was removed, the emphasis was laid on notional presuppositions.

Since notional presuppositions refer mostly to underlying historical facts, they were incorporated into the discussion of the previously distributed and prepared assignments. For example, when the students were discussing the powers of the president and the parliament, they were told about the dramatic and traumatic events that led to the dissolution of the Supreme Soviet, the adoption of the new Constitution, the expansion of presidential powers and the limitations imposed on the new legislature. At the following sessions these facts and their consequences were usually referred to as "the October events" or "the 1993 crisis". The same technique was used for other notional presuppositions, for instance, the history of political parties and their leaders. The objectives were to "personify" the political system, to present it as a living structure with prominent features — politicians and their backgrounds. These stories were, as a rule, in the form of my commentary

upon encountering the name of a party or a political figure; they were not long and contained a peculiar fact — something surprising or unusual. This technique helped the students to associate certain names with definite facts or events. Besides, it served the purpose of making the class more entertaining and lively, thus keeping the students' interest.

During the second half of the semester, when the students had achieved a fairly good understanding of the political system, they were given stories to illustrate its performance. The newspaper articles abounded with allusions to recent scandals and developments, which make up topical presuppositions. The strategy for approaching them was quite different. These presuppositions were explained at the session preceding the one at which they would be encountered. At the end of the class I reserved some time to introduce the facts behind the main story to be read. This technique did not take much time and made the students' work much more efficient. For example, when we were dealing with the functioning of the Russian legislature, the students were to read and discuss, among other articles, the story "LDP Faction Boycotts Duma Sessions". Before distributing the assignment, I told them about an incident involving representatives of the Liberal Democratic Party who were refused a landing in a Siberian airport for no obvious reason. It caused a painful reaction in the parliament's largest faction, which could easily block its work with its boycott. The incident was referred to in the article by the name of the city only, so it was next to impossible to understand the reasons for the parliamentary turmoil. The students were spared this problem by the preceding explanation, and could concentrate on analyzing the composition of the lower House and the position of different parties and factions there.

However, while exercising these strategies one should be aware of some dangers that might limit their effectiveness. For example, abbreviations and acronyms are so numerous that one could want to include every one of them in the glossary or classroom explanations. However, many of them are fairly ephemeral (for example, names of the companies, enterprises, etc.) and are very unlikely to be ever included in dictionaries or to survive more than a year or two. In my opinion, only basic presuppositions should be dealt with, while all others that could either be inferred from the context or are insignificant for the general content of the text should be left undiscussed. That might also teach students to develop their own strategies in dealing with abbreviations. On the other hand, we must pay special attention to the second group of linguistic presuppositions, that is, words with specific meanings. If

a student does not know about a derogatory shade of meaning in the word "democrats" in present-day Russia, he might miss both the emotional direction and the focus of an entire essay.

Notional presuppositions, which basically comprise historic facts, may lead the instructor into telling long stories with a lot of facts that are not directly related to the topic of the class and the assignment. Although an emotional account of recent history may always be a success with students, it should usually be avoided on the grounds that it distracts the students' focus of attention and burdens their memory.

Topical presuppositions should be given minimal treatment in the discussion of LxC assignments. Even though they are an exciting topic for gossip and conversation, they rarely involve fundamental issues that will be useful for the students in the future. However, whenever it is not feasible to avoid them (which is very often the case with periodicals), they must not be emphasized and should be explained in the shortest possible way.

Conclusions

Different kinds of implicit information in political texts can be divided into three types of presupposition, each to be handled in a different way:

Linguistic presuppositions — abbreviations and specific lexical units — must be explained and practiced before the bulk of the reading material is assigned to students. They should be carefully selected and analyzed, and depending on their frequency and significance, be presented in the beginning sessions of the course.

Notional presuppositions — basically, items of general historical knowledge — are best explained in the course of discussion, letting students have a break from speaking and providing them with Russian listening practice as well as with a historic perspective.

Topical presuppositions — recent background information specific to a particular circumstance — should not be emphasized; preparatory explanations prior to distributing reading assignments seem to be the optimum strategy for dealing with these.

Such strategies serve the purpose of maximizing the benefits of the LxC assignments and study-group discussions as well as contributing to the students' academic performance in the LxC-supported course.

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Valeri Vassiliev is Lecturer and Head of the Foreign Languages Department at the Chuvash Pedagogical Institute, on leave for 1996–97 in the Linguistics Department of Memorial University, St. John's, Newfoundland, Canada. He has published in the areas of semantics and psycholinguistics. In 1994–95 he pursued graduate studies in Political Science at Binghamton University (SUNY) and served as a Language Resource Specialist in the Languages Across the Curriculum program. <valeri@morgan.ucs.mun.ca>

PART TWO

*Using Languages Across the Curriculum
at a Comprehensive College*

*Networking Discourse Communities
Across the Curriculum
(An LAC Journey Toward the
Twenty-First Century)*

VIRGINIA M. FICHERA

*The Oswego Odyssey: Overview of LAC
at a Public Comprehensive College*

SUNY-Oswego is a public comprehensive college situated on the shores of Lake Ontario in upstate New York with a student body of approximately 9,000. While the college has never had a language requirement, it has consistently offered instruction in several languages (currently American Sign Language, Chinese, French, German, Italian, Japanese, Russian, and Spanish, with majors in French, German, and Spanish, and minors in Italian and Russian). However, the usual methods and techniques of Languages Across the Curriculum as practiced in many colleges and universities with formal programs are, quite simply put, expensive. Offering "trailer" courses for other disciplines and departments, bearing one or more additional credits and staffed by a faculty member from the language department, or collaborating in the teaching of courses staffed jointly by language and non-language faculty can pose serious problems for the public four-year college, which typically cannot afford to support its faculty in numerous team-taught or small-enrollment courses. The Binghamton model, with its international graduate student Language Resource Specialists, is far lower in additional cost per LAC-supported course, but Oswego has only a limited number of graduate students and a fluctuating, often unpredictable number of international students, very few of whom are

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at the graduate level. Clearly, as a public comprehensive college, a state-assisted institution with ever-declining resources, SUNY-Oswego would need to adapt rather than adopt any established LAC model. Binghamton University, a "sister SUNY" institution, appeared to offer the most flexible structure for adaptation, and Oswego's Languages Across the Curriculum Program began experimentation with its own variant of the Binghamton model in 1994, during which time the Program also participated in Spreading the Word II, a project of the American Council on Education with support from the National Endowment for the Humanities.

Issues and Answers for Faculty and Students

For a Languages Across the Curriculum Program to establish itself and later flourish, the institution must first of all have a mission statement or a document of long-range goals which includes a commitment to an internationalization of the curriculum. Further, the material and human resources of the college must provide a basis for such aspirations: extensive library and media resources with an international focus, active international education programs, and a core of internationally-focussed faculty and students. All of these key elements have been in place at SUNY-Oswego, providing a firm basis for attempting to institutionalize Languages Across the Curriculum.

A survey of the faculty and staff revealed a large number of faculty with second language competencies and research interests which involved another language and culture. Fully a dozen faculty members from across the college have responded to invitations to include materials in foreign languages in their courses. The Deans of the College of Arts and Sciences, the School of Business, and the School of Education have expressed their support of the program. Faculty from other disciplines with a working knowledge of another language collaborate with faculty members in the Department of Modern Languages in the selection of foreign-language reading materials as an alternative to approximately twenty to thirty percent of the participating courses' assignment content. The program enlists undergraduate and graduate students returning from Oswego's study-abroad programs (as well as international and bilingual students) to become Language Resource Specialists (paid through the college's Office of Learning Support Services) for the students who elect this option for the courses in the program. These student LRSs assist enrolled students (who have intermediate to advanced reading skills) with primary language read-

ings in LAC courses in the LRSs' major or minor fields. The students enrolled in these LAC options are able to apply one of the three credits earned per course toward a minor or major in a modern language. In addition, beginning in 1995, the student's transcript contains an indication that s/he participated in an LAC course. Over twenty LAC course options have been offered to students at SUNY-Oswego since 1994, nine of which have successfully enrolled students: courses in Russian history, Latin American history, mythology, children's literature, environmental science, communication studies, French theater, languages and cultures, and cultural studies.¹

The above-described adaptation of the more standard models addresses many important issues. It permits faculty in non-language humanities, social-science, science, and professional disciplines to expand their own knowledge of modern languages and international cultures and to enrich their disciplinary courses with a diversity of perspectives. Modern language faculty are provided opportunities to develop their familiarity with in-depth cultural and academic components from their countries of language and literature specialization, thus enabling them to expand Department of Modern Languages programs in the direction of area studies. Students are given the valuable experience of working with important primary materials from another disciplinary specialization while using language skills acquired in high school and college. This use of a language and discipline-relevant materials deepens their appreciation of the disciplines and of global issues, and educates them for citizenship in the twenty-first century.

The faculty and the student Language Resource Specialists were enthusiastic, even ecstatic, at the opportunities for a truly international curriculum which the SUNY-Oswego LAC Program provided; yet, the student enrollees have as yet been few and far between, thus disappointing faculty, LRSs, and administration alike. The campus Admissions Office has informed us that approximately eighty percent of our incoming freshmen have studied a language in high school, yet the potential LAC enrollees spoke of fears and of forgotten verbs, of schedules weighted down with part-time and even full-time employment necessary to pay tuition and fees but inimical to participation in study-group sections, and of perceptions of "extra" work for no "extra" credit. The state budget is also in crisis almost annually, funding to campuses is steadily decreasing, and the resources available to the mainstay models of LAC in the nation appear forever out of reach for Oswego. Our institution needs a low-cost, asynchronous, learner-centered model for Languages Across the Curriculum, for, in the words of one dean, "Either this program costs nothing or next to nothing."

ing or we can't do it". I became convinced that the technologies of CD-ROM, the Internet, and the World-Wide Web would be the key to LAC for the public comprehensive college.

"The Oswego Model" in Evolution: Where We're Headed

SUNY-Oswego began as a normal school whose influence was felt as far away as Japan when, earlier in this century, a delegation of Japanese educators adapted the principles of the Pestalozzi method which they had learned on the campus shores of Lake Ontario and then integrated into Japanese educational systems. Now a state-operated, four-year comprehensive college of the State University of New York, the College at Oswego is a leader in technology in the SUNY System. It instituted the first computer science B.A. program in SUNY (1973), was the first SUNY College on the Internet (approximately 1984), established the first undergraduate software engineering concentration in the state (1994), and became the first campus in the world to integrate Java into the computer science curriculum (1995). This is not to say that all of the disciplines of the SUNY-Oswego curriculum are "wired"; indeed, I was considered a "weird" humanist when, around 1991, in response to the campus administration's request of each of its faculty members to articulate a brief statement on the single most important priority for the institution's five-year plan, I wrote that the college would have to determine its relationship to technology, define and support it, or cease to exist as a functioning unit in higher education. The self-evidence of that statement is only recently accepted in academia as a truism and, in many circles, it is resisted still. At Oswego, it is a leitmotiv, slowly augmenting to a central theme, as the realities of existence as a public, state-assisted institution constitute the drumbeat to which we march.

Language professionals have never been strangers to technology in the classroom; they have welcomed the slide and movie projector, tape and video recorders, and their confluence in the language laboratory. Language professionals have always wanted to bridge space and time, as they have attempted to bring another people's sound system to life in the minds of their students, and with it another version of mind itself. Thus, the computer, the CD-ROM, the Internet, and now, the World-Wide Web, have been embraced by a large number of language professionals from the start, and some of the most respected software in existence has been the product of their adaptations of these media

to the educational enterprise (e.g., *A la rencontre de Philippe* and *Système-D*).

With the assistance of Cornell University's Western Societies Program, a U.S. Department of Education National Resource Center, I was able to launch a collaborative interdisciplinary Multimedia/Multicultural Curriculum Development Project (M/MCD) in alliance with the campus Instructional Computing Center. This collaboration provided the context for regional workshops of language and social studies teachers and professors in 1991 and 1992 around themes which crossed traditional boundaries of disciplines and of languages assisted by the new technologies. These workshops subsequently led to statewide conferences on technology and education in 1994 and 1995. At Oswego, the M/MCD Project was approaching other disciplines from the standpoint of the new technologies which could easily draw languages and cultures into their curricula. Through association with Binghamton's LxC Program, we discovered that there was a growing national movement to infuse languages and cultures into other disciplines through more traditional models of teaching and learning.

It seems a match made in heaven, technology and Languages Across the Curriculum, but the virtues of this alliance have hardly been self-evident to proponents of traditional paradigms of instruction. Nevertheless, encouraged by the success of the Binghamton-Oswego collaboration thus far, H. Stephen Straight of Binghamton University proposed the LxC Select consortium model to FIPSE and garnered a Dissemination Grant, explicitly to explore SUNY-wide cross-campus sharing of resources and programming. Oswego thus became "the first among equals" in a new model of consortial program development. The SUNY System's Office of Educational Technology responded with a new, virtually system-wide, point-to-point multi-campus video-conferencing infrastructure which LxC Select was the first to use in February 1996. Further, it granted one of only twelve statewide grants for technology development to the joint Web-based curricular effort of SUNY-Oswego and SUNY-Cortland, the Languages Across the Curriculum Multimedia Development Project which I direct with Robert Ponterio of Cortland. Bob Ponterio wanted to develop Web-based modules for civilization and language teacher-training courses, the language department correlate of LAC; I wanted to develop them for LAC courses in other disciplines across the curriculum. We united our efforts into one grant proposal, as two faces of a newly-minted LAC coin, and SUNY's Office of Educational Technology began funding the project in January 1996. A new model for Languages Across the Curriculum is thus under development, offering the hope

for asynchronous, multilingual, learner-centered, sharable across space and time, World-Wide Web modules for the multilingual pursuit of the disciplines in education.

LAC and the Electronic Revolution: The Webbing of the Disciplines

What I and others like me have been sensing since at least 1991 are several key shifts in education: the globalization and internationalization of the curriculum. With the advent of the new technologies and the effects of their development, time, space, geography, and their inter-relationships have changed for the user as easy-access, low-cost, multilingual and multinational resources are brought to one's fingertips. The felt need for a lingua franca, most often English, has been lessened by this technology as it becomes cheaper, ubiquitous, and seemingly easily multilingual. Surely, the myth of the monolingual American is most easily debunked in a world of multilingual Web browsers, easily-implemented accent marks and ideograms — sophisticated support for the maintenance of bi- and multi-linguality. Indeed, my computer science colleague Douglas Lea, one of the developers of Java, affirms that he uses his knowledge of French and German in order to keep up with trends abroad. If even (or especially) the "bridge-builders" of the information superhighway need and use languages other than English, then surely the rest of the curriculum cannot be monolingual either.

Further, the development of a hypertext non-linear multi-dimensional imagination brings with it a serious "mise en question" of the disciplines: how a discipline "thinks" itself, records itself, defines itself, conducts its research. An evolving hypertext imagination forces a reexamination of what were once familiar concepts of form and content, classroom, teacher, student, teaching, and learning. The World-Wide Web and "networking" become multi-layered metaphors for the new world order and not just technological forms of access to the Internet. In short, the technology which is forcing the information revolution is now challenging the university to be the realization of "universitas" (coming together as one) and "universum" (universe) at one and the same time.

The challenges and opportunities of the new information age are precisely the new web-like interactions and inter-connections between the disciplines enabled by the Internet and the World-Wide Web. Academic disciplines are globalizing and internationalizing across space

and time, forming multilingual discourse communities across the curriculum. Indeed, the categories of the National Foreign Language Standards would appear to summarize the new standard operating procedures of the disciplines in the information age: communication, cultures, connections, comparisons, communities (National Standards in Foreign Language Education Project 1996).

These new discourse communities that were the "disciplines" are creatively disruptive of the traditional discourse communities within which modern education has functioned until now: nation, state, system, university/college, school, department, student, teacher, and their combinations and articulations (or dis-articulations). The nation and state economic discourse community is today one of globalization and internationalization, where multinational and transnational corporations proliferate. In such a world, intercultural communication skills are a necessity for interaction and indeed for survival. In a global market, the "expatriate" problem plagues international business as individuals with what one might call low Inter-Cultural Competency Quotients (the ability to adapt to a foreign culture) incur human and corporate capital losses. The individual with experience in more than one culture, no matter which cultures, is far better able to function as a citizen of the world. The multinational and the transnational corporations are interconnected and intercommunicating, only as strong as their weakest links.

The systems of public education, too, require a more comprehensive interaction of their elements. As dramatic downsizings are contemplated and implemented for economic reasons, we face the near-future influx of the children of the "baby-boomers" into the system. Yet, education is rarely rethought in terms of a continuum, of an interaction among levels; the elementary, the secondary, and the postsecondary are worlds unto themselves, and their articulation is postulated rather than pursued. The classroom is becoming increasingly international and multilingual in urban environments, as cities and schools become microcosms of the diversity and multilingualism of the global village.

The academic disciplines participate in this evolution/revolution of communities as well. The new technologies of the information age challenge the disciplines with a rupture of the boundaries of space and of time, a new coming together of minds and of knowledge, and the creation of new and renewed communities of discourse which reconstitute the traditional disciplines in ever-evolving intercultural configurations. As the disciplines break free from the constrictions of geography, language and culture specialists can serve as brokers, catalysts, and facilitators of interchange and interaction within and among the

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disciplines. The new technologies thus offer the promise of depth and breadth, of height and girth, and of often seemingly endless possibilities born of multidimensional and multilingual modes of communication harnessed by and for the world of thought and action.

NOTE

1. SUNY-Oswego also experimented with a one-credit "trailer" course taught by a Spanish Program faculty member to accompany the capstone course in the School of Business, cf. Corso in this volume.

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Virginia M. Fichera is Professor of Foreign Languages and Humanities and Director of the Linguistics Program at SUNY-Oswego. Fluent in French and German, she has lived and studied in France and has held Fulbright lectureships in Germany where she taught American literature, American studies, and linguistics. Her research and publications have focused on rhetoric, literary theory, linguistics, gender, French and comparative literature, and the use of technologies in higher education. She is the founder and Director of Oswego's Languages Across the Curriculum program. <fichera@oswego.edu>

"Dime un cuento/Tell Me a Story"
(LAC in English 385:
Children's Literature)

JEAN TROY-SMITH

The first time I included Languages Across the Curriculum in Eng 385 Children's Literature was spring semester, 1995. There were thirty-seven students in the class: Five of them were registered for LAC, which means that they received a one-credit crossover with Spanish. I acquired these five because I would not accept more students unless they took the course as LAC, which meant that they needed to desire a seat in Eng 385 *and* be able to read and speak Spanish at an intermediate, or Spa 202, level.

Eng 385 has a maximum capacity of thirty-five students. It fills quickly because, although it is registered in the English department, it fills with education majors; the New York State Certification Board requires the course for education teachers, K-9. The first day of class in January, 1995, I had over fifty students sitting in front of me. After I sorted through as to who was registered, I discovered that the five who were registered for LAC were placed in those slots by advisors who were ignorant as to what LAC meant. The students needed the course; the students were entered into the slots. Since they were registered, I was obliged to keep them in the class. That gave me thirty-two students who showed up who had been pre-registered. I could accept five into LAC, so I told the remaining fifteen students that they could register only if they registered for LAC, and that to register for LAC, they needed to know Spanish at an intermediate level. Five of them raised their hands and signed on, albeit reluctantly. One had not had Spanish in ten years but had exited the language at the intermediate level. Since the other ten could not even pretend to know any Spanish, they left the classroom. So our beginning in LAC was inauspicious at best, with a whimper, not a bang at worst.

These five students, college juniors and seniors, read three picture books, a book of nursery rhymes and a novel in Spanish. The three

picture books were *Friends From the Other Side/Amigos del otro lado* (Anzaldúa 1994), *The Invisible Hunters/Los cazadores invisibles* (Rohmer, Chow, and Vidaure 1994), and *Family Pictures/Cuadros de familia* (Garza 1994); the book of rhymes was *Tortillitas para Mamá* (Griego et al. 1981); and the novel, *Julie y los lobos* (George 1972).

The other thirty-two students could choose their own picture books and poems in English. I did not give the five LAC students a choice; rather I selected the books for them because finding good examples of picture books in Spanish would have been next to impossible for them. There were very few in the library, our college book store had none on hand, and travelling to mall book stores was not, in my opinion, a requirement.

When I first agreed to do LAC, Spanish in Eng 385 about two months before the class began, I started browsing through catalogues to see what was available. What did I find? That next to nothing was available. Then, in earnest, I started to track down any leads, thought most were faint ones. David Russell points out that "given the numbers of Hispanic Americans in the United States, the dearth of literature featuring them is surprising. There are very few picture books" (Russell 1994:186).¹

As it turned out, Children's Press in California was beginning to publish a few Spanish/English texts. It was from there that I chose *Friends From the Other Side/Amigos del otro lado*, *The Invisible Hunters/Los cazadores invisible*, and *Family Pictures/Cuadros de familia*. Actually, I did not want bilingual texts; I wanted Spanish texts. But even though I put in hours of research, I could find only the bilingual texts for picture books. I asked one of the Spanish professors if he knew of any texts I could use. The only one he had ever heard of was *Platero y yo*. Granted, that is an important text, and it is certainly universal in appeal; however, I wanted something where the story line was more in keeping with contemporary experiences. He knew of nothing.

The LAC students did have tutorial assistance. However, I did not know her name nor meet her until after the semester had begun and the texts were ordered. She was an excellent tutor in that she made it a point to come into the classroom one day to meet the LAC students and arranged tutoring times with them. On a visit to a mall, without prompting from me, she went into one of the book stores and wrote down the names of the children's books in Spanish that she found. (Several Dr. Seuss books are translated into Spanish, as are some Sesame Street books and counting and alphabet books.) She herself was reared in a bilingual household: her mother's first language is Spanish.

Serendipitously, I came across an ad in *Horn Book* for a conference facilitated by Isabel Schoen. I wrote to her explaining my dilemma. In

return mail, she sent me a packet of material, including her critical reviews of books in Spanish as to their authenticity in content and language. Unfortunately, one of the picture books I had chosen, *Friends From the Other Side/Amigos del otro lado*, did not rank highly in her estimation. However, I had already ordered the books and they had arrived at our college book store. This happened because it had taken me many more hours and days to find picture books in Spanish than I had anticipated, I did not have the opportunity to order an examination copy, read that copy, and then decide if it would be appropriate to the assignment. I had time only to order the book because it had taken me more hours and days than I had anticipated to find *anything*.

I ordered that particular book, however, because the story in English and Spanish was written by Gloria Anzaldúa, whose first language is Spanish. I read the story when it arrived, and I could not find a problem. I decided, then, that I would use Dr. Schoen's critique as part of the LAC materials as a way to show all of the students the many avenues open to them to examine a bilingual text. When the LAC students gave their talk on the book, I included Dr. Schoen's opinion on the Spanish that was used in *Amigos del otro lado*. That led to a questioning and discussion on the part of all the students about reading a text in translation.

That same semester, the class read some of the brothers Grimm folk tales, translated from the German to English. In fact, the tales were the original English translation. In this same class was an exchange student from Göttingen, Germany, where, in the middle of the village square is a statue of the Goose Girl. This German student informed the class (and me) that the translations we were reading were poor. She said that these translations made the "folk" of the tales sound hateful and harsh. "What is missing from this translation", she said, "is love". Because all of the students did not know Spanish — or German, I did not go into linguistic detail on the above-mentioned book. However, the students learned what I believe was a valuable lesson on the need to read a translation of any kind with an alert mind. Even I was caught not reading alertly! I accepted the front piece of the Grimm brothers' translation.

There were several titles to choose from from Children's Book Press in California. I chose *Amigos del otro lado* because it had the potential to teach both the LAC students and the others about current events at the border of Texas and Mexico. And indeed it did. It is a story about two young friends: one is in the U.S. illegally with his mother; the other is a U.S. citizen. Thus we looked at what happens when one child knows that her *curandera* grandmother is breaking the

law by hiding illegal immigrants in her home from the border patrol. And one of the illegals is her friend. The conflict is not totally resolved by the end, but the story raises major social and ethical questions that children do, indeed, encounter.

Another text I chose is a Nicaraguan/African-American creation myth called *The Invisible Hunters/Los cazadores invisibles*, a myth of the Miskito Indians of Nicaragua. I chose this particular story because one of my goals for the class was to expose these college juniors and seniors, most of them future elementary school teachers, to the many myths about the creation of the world and its inhabitants. Nearly all of my students are from a white Judeo-Christian, and thus Biblical background; the only creation story over half of them knew was the one from Genesis. However, if they teach in New York State, they will encounter children from other backgrounds in their classrooms, with other "origins of life" myths taught in the households. In fact, some of those children may not even know the "Adam and Eve" story.

As a professor of this course, I believe that it is necessary to at least expose them to other ways that cultures perceive the world was formed, for if two people converse about social and ethical matters, conflict nearly always arises due to an unexpressed belief about the world. For children, that belief is not only unexpressed, it may not even be understood. Therefore, many conflicts can be abated, resolved, or at least lessened if each person can understand how the other, for example, views the creation of the world. *Los cazadores invisibles* is one of those creation myths that differs from the Judeo-Christian myth. When it was the LAC students' turn to tell the other students about the myth, there were questions for more details about background to the Nicaraguan culture itself.

Los cazadores invisibles, a Coretta Scott King Honor Book, is a story about the first moments of contact between an indigenous Nicaraguan culture — the Miskito Indians — and the outside world that brings to them the desire for money and power. These are desires that, until the point of foreign intervention, had been unknown to this tribe. This story, then, a legend that still holds an important message for the Miskito people of the village of Ulwas in northern Nicaragua, expanded the vision of the students because most of them were unaware of the damage that has been done to indigenous cultures by colonists and capitalists. That so many of these young adults are blind to the spoils of global aggression gives support to the need for including stories like *Los cazadores invisibles* in an LAC class.

A third picture book I chose, also from Children's Book Press, was *Family Pictures/Cuadros de familia*, written and illustrated by Carmen

Lomas Garza. There is no "story" as we think of story with plot, conflict, and characters. Rather, this book is a collection of Carmen's story and art that commemorate her childhood, a Mexican-American childhood, each picture indicating a manner of celebration: from attending the sick to enjoying a picnic. Next to each of the art works is an explanation of the image. The pictures have incredible detail, even down to a minuscule portrait and calendar with readable numbers hanging on a wall of the kitchen where members of the artist's family are gathered to make supper.

Reading and discussing poetry is a necessary aspect of Children's Literature. For one thing, rhythm is what all living beings first hear/feel in the womb if they are mammals. Mammals hear the heartbeat of their mother. So we are born while experiencing rhythm. English-speaking children enjoy nursery rhymes with rhythms that have a distinct beat to them (the heart beat) rather than rhymes that make sense, tell a story, or send a message: "Little Jack Horner"; "Little Miss Muffit"; "Patty cake, Patty cake". It is the sing-songy rhythm that is so important to them. Since all babies, toddlers and preschoolers enjoy the same rhythms, I looked for Hispanic poems that paralleled that heart-beat rhythm. I found them in *Tortillitas para Mamá*.² Using this book of verse proved enjoyable for the entire class because when each of the LAC students gave their presentation on poems, I had them beat out the rhythm while they read the poem. The student who chose the title poem "Tortillitas para Mamá"¹ also had the rest of the class clapping to the rhythm while she read the poem.

I find that whenever we delve into children's poems in this class of Children's Literature, everyone (including me) re-enters young childhood again. Students call out, "I'm next", "No, me." So the student who had us all clapping to "Tortillitas para Mamá" merely picked up on the mood of the class. It was a wonderful demonstration that babies and toddlers and those who do not speak the language of the verse do not need to know what the words in a nursery rhyme mean in order to gain pleasure and joy from the poem; it is the movement of the words that bring that pleasure, and when old enough, the request "Do again" or "Otra vez".

Julie of the Wolves/Julie y los lobos was a different kind of experience with the LAC students. *Julie of the Wolves* is an English text written by Jean Craighead George, published in 1972 and winner of the Newbery award in 1973. It offered a challenge beyond the picture books and rhyme/poetry text in that there were words in it that even in English, some readers may not know: *amaroq* is "wolf"; *tornait* is a special kind of bird in Alaska; *tern* is another type of bird; *mukluk*, a

fur-lined boot. Thus when the tutor worked with the students, I told her to be more intrusive than with the other texts.

I chose *Julie y los lobos* for two reasons: first, I wanted the students to see what happens when an English text is translated into Spanish, and second, frankly, this was the only text that I could find to order of the texts that I had chosen for the rest of the class. Acquiring this text in Spanish proved difficult, and I will not choose this one again—in Spanish. The reading level was advanced beyond the intermediate level of comprehension, and the publishing company of the Spanish text gave the staff at our college book store a difficult time; in fact, at one point, the publishing company told the book store staff member placing the order that they weren't sure if they could send five copies by a specific date and that they really didn't care if they could or not. But I was operating on a schedule: I did not have the time to spend more hours searching to see if and when another publishing company could send another text (I wanted something other than more picture books for them) and so the the book store staff and I waited to see if and when the copies would ever arrive. They did, eventually. I did have to move the date I wanted the students to have read the book for later in the semester, however.

Thirty-two students read *Julie of the Wolves* in English and five students read it in Spanish. The discussion was fascinating because it involved not only the story of Julie and her experiences but we could get into a detailed and specific discussion on language. The title, for example, Jean Craighead George titled her book *Julie of the Wolves*. The Spanish translates to *Julie and the wolves*. *Of* implies that Julie is a part of the wolf pack, that she has a role in the wolf hierarchy, that perhaps they are her people more than her human family. As we read the story, indeed, all of those assumptions are true. As she makes her way on the tundra from one point to another, she becomes such a part of their order that she composes a song about Amaroq the alpha wolf being her adopted father (60).

On the other hand, *and* implies that there is Julie, and there are the wolves. Perhaps they co-exist rather than mix in a familial, intimate way. Perhaps Julie meets the wolves, and then she moves on. None of that is what happens in the story. *Of* is a much better choice. So, why did the translator from English to Spanish not choose *Julie DE los lobos*? Then the question: "Do translators care?" Perhaps their job is to translate. Period. It was then I had the German student refresh their memory about the translation of the brothers Grimm.

Realize that we are not even beyond the title! The students did not have the time to give such attention to everything in the story, but the

point I want to make is that the discussion could be inclusive because all of them read *Julie of the Wolves* and those who read it in English could learn the importance of nuance and accuracy in translation just from that title. The LAC students learned, too, that the translator was also an outsider of the Inuit culture and thus missed some of the subtleties when translating words about the tundra: *gussak, ulo, caribou, moss* to name a few. Our tutor pointed out that one of the reasons for that was because, for example, there are no words in Spanish for the special kind of moss that grows in the tundra and is food for the caribou.

When the semester was nearly over, one of the few students in this class from a diverse ancestry (she is African, Puerto Rican, Indian) told me that in her opinion I had done a wonderful service to the students by my selection of texts. Though she is of diverse background (and can speak Spanish but could not be persuaded to take LAC), this course was the only one she had taken at the college that offered students the opportunity to learn about other cultures or about subcultures within a dominant culture. Some other texts I assigned for reading and discussion were *Sadako and the Thousand Paper Cranes* — Japan, *Morning Girl* — Bahamas, Virginia Hamilton's *In the Beginning: Creation Stories From Around the World*, and *Roll of Thunder, Hear My Cry* — a story of an African-American family set in the South of the 1930s. Within the written course critiques, a few of the students wrote that they had never realized that there were so many well-written children's books from other cultures because they had not known about the other cultures! Remember, these are juniors and seniors, the majority of whom will be elementary school teachers.

This semester I have four students in LAC. All of them chose the section of Children's Literature that I teach because my section is labeled for LAC/Spanish. One of them is a Spanish major; another one is eager to increase her personal book selections of children's books in Spanish; the other two are Spanish concentrates. I have chosen different picture books for this semester: they are only in Spanish. I retained *Tortillitas para Mamá*, and instead of a novel in translation, I will have them devote their research paper to a Spanish-speaking writer or to Hispanic stories, one of which will have to be written in Spanish. I eagerly await the discussion and the students' instruction of these books.

I foresee that LAC in Children's Literature is going to take hold and send down roots here at SUNY Oswego. I say that because after only one semester of experimenting with it and registering students for it using the bribe direct, now they are in it because they choose to be. Word is spreading that exploring a parallel culture from its language can be both instructive and enjoyable.

NOTES

1. Since then, there has been published a catalogue of books for children published in Spanish and Spanish/English: *A la orilla del viento: A catalogue of children's books*, Fondo de Cultura Económica, San Diego. It became available in the fall of 1995, and it is excellent.

2. In December 1992, Lori M. Carlson reported in an article called "Por los niños" that, though more publishers were beginning to publish children's books in Spanish, "little attention [was] paid to children's poetry in Spanish. . . . [P]oetry's call unites the social classes throughout the Spanish-speaking world".

3. The verse is: "Tortillitas para Mamá./Tortillitas para Papá./Las quemaditas para Mamá./ Las bonitas para Papá. (*Se puede sustituir el nombre de los niños para Mamá y Papá.*)" "Little tortillas for Mamá./Little tortillas for Papá./The burned ones for Mamá./The good ones for Papá. (*Names of children may be substituted for Mamá and Papá.*)"

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Jean Troy-Smith is Adjunct Assistant Professor of English at the SUNY College at Oswego. She received her Ph.D. from The Union Institute in Cincinnati, Ohio, in 1993. Her book *Called to Healing: Reflections on the Power of Earth's Stories in Women's Lives* was published by SUNY Press in 1996. She writes on eco-feminism, ethnic literature, and multi-cultural children's literature, and she enjoys exchanging ideas on these topics as well as on curanderas, selkies, and narguns. <jsmith14@oswego.edu>

*"What Is This Thing Called
Love — Exactly?"
(LAC in English 368:
Mythology in Literature)*

DENISE M. MARSHALL

Cultural analysts claim that a person cannot understand a culture unless and until she can get a joke — that is, comprehend the humor of the society. Just why exactly is Monty Python funny, and what *is* a Monty Python anyway? Why is there such a division among Americans between lovers of the Three Stooges and lovers of the Marx Brothers? (Guess, Virginia — there is an answer.) What is this thing called love? I have used these examples because, like the often heated debate between cat lovers and dog lovers, very few humans tread the middle road in their judgements of the Marx Brothers or Monty Python or cats or love. Yet describing why their preferences are as they are becomes an exercise in linguistic obscurantism and cultural quicksand. The Marx Brothers are verbal and intellectual; yet anyone who has seen just the ocean liner scene from *A Night at The Opera* is going to wonder why such an old sight gag and such tired puns make them "more intellectual" than the "genius" slapstick of The Three Stooges, or Jerry Lewis. What is it about the silly walks of the Pythons, the killer rabbit of The Holy Grail film, or the lumberjack song that makes some people fall into helpless hysteria, and others sneer? Why is it that the undifferentiated "we" know what love is, but called upon to explain or to describe our ideal, most humans are reduced to inarticulate babbling or metaphoric hyperbole? Such questions of preference or assessment reveal exactly or at least semi-precisely what the difficulty is: each of these, including that universal — love — exists within a specific cultural idiom and a particular language. Idiom embraces and permeates language, national or otherwise. Hence the comic is both a cosmic vision, and also a national, or regional way of perceiving the world which causes the perceiver to laugh and love.

And that perception is embedded — fairly deeply — within the linguistic idiomatic cultural conveyance. And, humor is not the only linguistic infiltrator.

Mythologies, beliefs, and ethics too are idioms and enlase themselves in languages evoking a living history of a cultural belief system, and a repository of the present person's past. For these and many other reasons I enjoy Languages Across the Curriculum, and have always used multiple linguistic, multiple voiced texts. Nowhere is the opportunity greater to activate all these modes — and more — than in mythology where I deliberately use texts which incorporate the original languages, words untranslatable into English in such texts as Sir Thomas Malory's *Le morte d'Arthur*, Paula Gunn Allen's *Sacred Hoop* (1992), and *Inanna*, edited and translated by Wolkstein and Kramer (1983). Both *Inanna* and Monty Python exhibit the characteristics of language and allusion that display culturally idiomatic densities. Consider the section in the Holy Grail film in which the knights encounter the forest dwelling "Knights Who Say Nee". This five-minute (at most) episode is densely layered. For anyone familiar with the Arthurian quest motif, the physicality is amusing, but it is the linguistic component which renders the sequence hilarious. In order to understand the Knights Who Say Nee, a comprehension of the idea of the password, the belief in sacred language, the creative properties of language, the fearsome repercussions of misusing language, and the formal properties of correctly addressing supranormal beings within the context of a history of Malory's *Le morte d'Arthur*, and Western chivalric codes is a necessity. The more one understands linguistically of performance, competence, culture, and myth, the funnier the scene becomes primarily because of the parodic pastiche of language and myth.

Inanna, though a sacred text, also uses the same components, for it is language connected to action that makes her adventures complete, and solidifies her claim to be the goddess of Heaven and Earth, and the Underworld. Tellingly the venture which completes her claim is her journey to the Underworld, one initiated because *Inanna listens* to the voices of the underworld, especially her sister Ereshkigal's lamentations. In this listening *Inanna* also learns that she must understand these statements, in order to better "know" her people. Thus at the heart of the *Inanna* tale, like the Monty Python skit, is the use of idiom and language as the initiator and signifier of deeper meaning — and that language meaning propels the significant actions of human and divine development.

And, in many texts the meanings of love are explored, but nowhere with the attention to detail or ethics as in mythology which speaks in

metaphor or symbol so that mythology is a system of signs signifying all the sound, fury, and delights of which love, in all cultural modes, is composed. And the cultural mode teaching through word, context, and example structures a language of love — in all possible nuances. *Inanna* is a good text for this study of discourses, as is the story of Cupid and Psyche. Both are confusing love discourses, for Cupid makes unreasonable demands. Inanna turns her lover/husband over to the *galla* pursuing her from the underworld, and fastens the seal of death on his forehead. The contradictions inherent in these actions create the language of the classroom — what most students want is consistency, but what these two texts teach is the multiplicity in the concept of the word/feeling humans call love — and that the word signifying this emotion in each language is equally ambiguous.

Inanna is an excellent "halfway" text. It is a verse form based on ritual chant; it incorporates material and actions from a crossroads period and a crossroads culture; it could be said that it is halfway between East and West. It is particularly important when teaching a class where students are not only Western, but Asian, Indian (subcontinent), and Native American. The dilemmas of Inanna, the trickster figures, the roles of men and women, and the unabashed treatment of sexuality and the body are familiar to these groups from their own mythologies. The relative power of men and women may discomfit Western students initially, but the debate is familiar material for non-Western students.

Other benefits accrue from such a text. Wolkstein and Kramer choose not to translate a number of words, and so students in the class are on equal ground in their attempt to understand through context what these concepts are. The interaction between English speakers and other language speakers is lively as they bring to a discussion of terms like *galla*, *Huluppu*, *Anzu bird*, and *me* their own "close" words. It lays the foundation too for presentations of other texts in the classroom, particularly those researched by students engaged in the LAC component; for they feel free to *not* translate crucial words, in order to convey meaning via context, and manifest behavior. They are not intimidated by a requirement to "translate" what may in fact be untranslatable except via context. In addition the *Inanna* text prepares the other students to be sensitive to idiom and precise in their listening, willing to construct a text's meaning and "learn" at least a piece of another language. It also exercises their mental facility to discover synonymous language to aid in their understanding; yet, the process begins to make clear that translation is at best an approximation, that translations can only point to a meaning because a word translated is

a concept being placed in an unfamiliar context, at the same time that it is a choice from a too familiar cultural context. Classes have debated how to get beyond the familiar meaning to the representative meaning of translation. In a sense they must learn "creative forgetting". Such knowledge aids their own explorations, whether in native or foreign language. It sensitizes all students to connotation, to precision use of language, and most importantly alerts them to the varieties of possible pitfalls in translations — even in "translating" texts written in English. They become aware that as far as mythic studies go, *all* texts are translations — from other languages, from other times, from other cultures.

Having said all this, I have yet to comment on the way in which myth, language, and LAC connect. Perhaps one of the most fascinating discoveries I have made teaching both linguistics and mythology is the fact that students do not know their own mythologies well enough to comprehend their own language in all its allusive and metaphoric content. If, as Joseph Campbell claimed, myths and belief systems are metaphors for ways in which human beings connect with the divine or transcendent, then our students do not know enough of either. Here I use the "our" to mean white Western-heritaged American college students. Yet another discovery was profound as I engaged with the LAC program — a similar lack exists in students from other American ethnicities and other countries, whatever their nationality or ethnicity within that country. All countries have a living mythology. That mythos, or belief system, may be an obvious cultural component like the *Wayang* puppetry of Indonesia, or the semi-invisible embedding in language, custom, and daily use of linguistic and cultural idioms like the *Achilles' heel* (which most of my students misuse, though they like the sound of it). However this mythos is manifested ritually or daily, it is just as surely embodied linguistically. To understand a people's cultural responses, one must look to the language — in its words, and in context of utterances of all types. The particular expressive choice of a linguistic structure to signify mythic concepts is the crucial deep structure of a culture. These also continue to create culture. Not only does a person *need* to know languages to understand her/his current global position, a student benefits from knowing and understanding the languages dead but still living in contemporary speech patterns and environment.

In *The Sacred Hoop* Paula Gunn Allen discusses the nature of myth and language to explain the relationship of Native Americans to both, and to explore the necessity for both. "The tribes seek . . . to embody, articulate, and share reality, . . . to verbalize the sense of the majesty

and reverent mystery of all things, and to actualize, in language, those truths that give to humanity its greatest significance and dignity" (Allen 1992:55). She notes that for Native Americans "The artistry of the tribes is married to the essence of language itself" (*Ibid.*).

One of the many advantages of LAC in a mythology class is the gradual recognition of this marriage among cultures, beliefs, and language. Another is the inherent authority of studying mythologies as belief systems. Students cannot be so flippant about mythology as they might be about "mere" literature; for this literature is telling them a different sort of story, one that however long ago was sacred to someone and thus meaningful in a different way than literature is. In this context the material commands a respect that encourages students to think carefully about it, and to meet it on its own terms. In addition they accept those who speak for other mythologies, languages, and cultures with the same impulse of respect and thoughtfulness. Students taking my mythology class who are also in another literature class of mine respond very differently to foreign student peers depending on their class context. Such a situation is not unusual, but it gives me the opportunity to discuss the contexts of discourse, "foreign" language, and transferable skills.

In all my mythology classes even prior to LAC, I have had foreign students, and have encouraged them to read in their own languages the mythic structures of their cultures. I have also paired them with English speakers learning the language. But LAC provided access and support to both me and my students which enabled a richer, deeper experience. An Australian studied aboriginal language and dreamtime, German students read Wagner and the myths he used for the *Niebelungenlied* as well as how he transformed them, a Hungarian read texts she could not get at home. Native Americans concentrated on their particular tribal beliefs and legends, and South American students studied what I call "the collage of myth" created by the merging of Spanish with native cultures and language. Caribbean students have investigated the nuances of island religious practices, and Spanish students have learned that the roots of their own belief systems are multiple rather than monolithic. All these students had another agenda as well — to take my mythology class in order to understand America and the body of Western literature.

In the case of American/Western European students, I have encouraged a sort of roots study, delving into their own tribal narratives to discover the myths that inform their own lives. Indeed, while they all claim to be Americans, many when pressed cannot articulate what that means. I encourage them to think about celebrations and ceremonies,

especially the patterns of special days, including food, ritual performances, and the process/expectations of that celebration. Mythology is one of the best ways to access this body of knowledge and enjoy the learning. The world literally opens up for students as they begin to acquire the knowing, as Joseph Campbell puts it. Mythology as group identity and personal history becomes significant. Indeed not only can a person learn her past, and grasp the present, but glimpse what she is becoming — and what her world may be becoming. As the "Americans" detail the holiday meal, I set up a series of inquiries about the food and patterns they are reporting, and they begin to discover their own ethnic origins. In much the same way that a mythology is sustained, they often have to seek out their "elders" for the story behind the rite — and for the text which sustains it. This exercise "softens" them up for the acceptance of others' mythologies, and often creates unexpected connections with class peers.

Perhaps most astonishing to me are the foreign students who do not know their own mythologies. Initially such a problem may not seem like a case for LAC, but the truth of the matter is that many such mythologies are supremely difficult to come by outside of their own language, and as often in any comprehensive written form. Most recently I had two Korean students enrolled in the Mythology LAC component. They jumped at the chance to read their own mythology, because they knew nothing about it and had no idea how it had formed their culture, their country's national ideals, or indeed themselves. Korea, like many such nations, is balancing on a fulcrum which maintains tradition while transforming itself into a technological power. Many such countries exist almost in split personalities: promoting and converting to Western technologies while rediscovering and foregrounding their traditions. In this liminal cultural space, students may have come from a family whose traditions are strong, but whose aspirations are "modern and Western". Such students often have only a hazy idea of their mythic past, or the mythic structures which pervade both their culture and their language.

My Korean students spent a good deal of their time networking with family and friends in other cities, as well as in Korea, in order to find enough written materials. I encouraged the investigation of purely oral material as well, in parables, family sayings, odd linguistic patterns, fairy tales, and national/local rituals. All incorporated language, and in fact could not be viable without the proper language. One of their tasks was to decode this language; in other words to understand the nature of "appropriate language" as it applied in Korean cosmologies and rites. Another was to assess the translation and versions of

the stories they already knew, or to explore the increased comprehension they achieved from encountering the tale complete in their own linguistic context. This comprised one third of their material, but I connected this research to the rest of the course materials by insisting that they compare their findings with material in the course, and present their material to the class as a complementary segment.

Frankly the presentation and comparative components were not as successful as I would have wished. One of the major difficulties was the students' own command of English, which was not as high in reading competence as it was in casual conversation performance. Another problem was the necessity to translate/transcribe their Korean materials into English, or at least to set crucial terms into an English context so they were intelligible to the other students in the class. Having spent three years in the Far East and having learned Korean, I was able to help them in certain directions, but it was extremely difficult to render the untranslatable into a context of understanding because they did not know enough English connotatively. My experience in Korea allowed me to ask them the right questions, and I would say this should be a crucial training component for anyone attempting LAC. One need not be fluent in the language, but one does need to understand the particularities of that language in order to understand the language-specific difficulty a native speaker will have in an English-language classroom. Such information will allow the professor or peer facilitator to elicit a context and to focus the person to develop a context he can comprehend, and use comparatively. In cases where real comparison does not seem appropriate or possible, such questions will help elicit a context of difference, which is also explanatory.

Other issues these and other students addressed were the contemporary place these mythologies had in their societies and, if this material was unavailable, why? Had certain mythologies, and their languages, been lost from their culture — or indeed perhaps suppressed? What was the nature of the politics of language and belief in their culture? In Korea, language has always been crucial, even before the introduction of Confucian patterns for schooling and bureaucracy. In fact many Koreans believe the Confucian incursions were harmful to Korea's development as an independent culture. Language in Korea is important, and was established as an accessible democratic part of their culture when King Sejong transformed the more complicated mixture of Chinese and older Korean into a phonetic alphabet. My students in addition discovered the transformation of their culture by comparing the pre-Confucian myths remaining to the post-Confucian mythos. Having read the primary sources, they could untangle some of the

threads of their cultural heritage, both mythically and linguistically. LAC, in spite of the relatively minor difficulties I have mentioned, provided a fine experience for these students, enriched their knowledge of their own culture and language, and enriched the class with information filtered and interpreted by full participant-members of the culture.

Additional benefits of LAC for native speakers of a language are many and sometimes unexpected. For instance my Korean students wondered just why so little had been published, even in Korean, of their mythic and legendary structures; for, as they pointed out to me, Korea is very much a culture with a mythological base. One of their source books was a Korean folklore book from my own collection. They discovered the publishing and basic printing problems that constrained the publication of myths and legends. Much of the mythic material is still to be collected, and written up. Even in that which has been collected, they encountered varieties of Korean with which they were not familiar, and encountered words they did not know. They had to research dictionaries and reference material that dealt with the time frame of the collected piece, much as Western students do with Chaucer or the Gawain poet. In this process they developed a new understanding of the vocabulary they already had, and added to their vocabulary. Some of this research was complicated because the sources for Korean students of language are sparse to say the least. Surprised by the difficulty and even the lack of material, one of these students is determined to do more research and try to get more written and published.

International students studying their own language in the context of an English-speaking classroom is only one component of Languages Across the Curriculum. English is a language that steals, appropriates, and generally sucks up any promising word or phrase from any language it can, and which oozes insidiously into other languages — somewhat like McDonald's. Students of French discover that the French Academy has repeatedly tried to shut down this process, with limited if any success. Their reason for doing so is part of French national mythology and the idea of the language as the communal experience with myth-like dimensions. Similar issues are at stake when we study Native American cultures. For instance, when a Spanish language student tried to access the Aztec, Mayan, and Incan creation epics, I cautioned her about the problems she might encounter. The chief difficulty is that the surviving codices are Spanish translations of the original Indian books, because initially the Spanish burned the "heathen" books wholesale. The second item she had to keep in mind

was the nature of the translator. The first codices were translated into Spanish by Jesuit or other priests who finally perceived the destruction of the books as an appalling act of savagery. Yet even in trying to save what they could, their biases, their public constraints, and their language caused a selection process.

Thus when my LAC students research texts, they are cognizant of the critical issues with reading primary sources, and with accounting for language shifts. In studying even their own language, English speakers are forced to understand, for example, the difference between Malory and the Gawain poet, and to account for language differences. The beauty of all these obstacles is their immediacy and clarity. Students are without doubt engaged in mythologies, whatever their reasons, and through that engagement learn language as well. As they work with the content, they must also deal with the changing of language, for instance in the Gawain words that are no longer part of the language, and about which we have only sketchy understanding of their possible meanings. In confronting language issues at the most basic level, students encounter the differences in meaning created by word choice.

Foreign students become attuned to connotation and nuance in both their languages, and English speakers learn about the twists meaning can take. A small example is the glass slipper in Cinderella. The Cinderella plot is a pervasive one in mythology. Its "earliest datable version . . . anywhere in the world occurs in a Chinese book written about 850–860 A.D." (as quoted in Opie and Opie 1974:120), and the glass slipper is a probable mistranslation or deliberate change. Because of the similarities in two French words, a fur slipper (*vair*) became a glass one (*verre*), and has stayed glass ever since — to meet non-Asian standards of value and fragility. Iona and Peter Opie note that it was Perrault's genius "to see how much more effective . . . would be a shoe of glass, a shoe which could not be stretched, and a shoe in which the foot could be seen to fit" (Opie and Opie 1974:121). Because this story exists in some version in all cultures, it is a boon to teachers of mythology. It is one place where not only can the mythic context be manifest, but the implacable interlace of language and culture as well.

Students cannot ignore either context or language in mythology, because mythology addresses issues of culture as explanation, ethic, or cosmology. Therefore, while a pattern may be pervasive in many cultures, its linguistic embodiment shifts to adapt to that culture. Language is a crucial conduit to understanding that adaptation and the culture, because the mythic cosmos and its resulting beliefs are mani-

festated in language, surviving often only in the language of myth. "The mythic narrative as an articulation of thought or wisdom is not expressible in other forms . . ." (Allen 1992:103). Derived from the Indo-Germanic root MU and Greek and Roman words for muttering and mute, myth, like language, is both a speech act and a secret knowing. It is . . . "a language construct that contains the power to transform something (or someone) from one state or condition to another" (Allen 1992:103). Mythology, then, necessarily involves a study of language, which can and does accommodate Languages Across the Curriculum with ease. As a discourse, mythic structures appeal to students because they still retain enough of their magic ritual to bestow the sacredness of mystery upon the words in which myth is housed. I like this aspect of combining myth and language because it re-vitalizes language for students. They come to appreciate, enjoy, and even reverence the role of language in human culture.

Myth captures the imagination while it makes statements students can understand about themselves. "Myth may be seen as a teleological statement, a shaped system of reference that allows us to order and thus comprehend perception and knowledge" (Allen 1992:104). In this mode, myth empowers students in ways other studies may not because it fulfills the human need for pattern, even partial ones, and links these students to human ancestors who told stories about the same things they wonder about now. "Myth is a kind of story that allows a holistic image to pervade and shape consciousness, thus providing a coherent matrix for action and relationship" (Allen 1992:105). The lure of the language of myth is that it unlocks language and retains at the same time the sense of a magic code. I particularly enjoy teaching mythology for its enchantment of language, for the spell it casts on students who engage their language, whatever it might be, perhaps for the first time, in order to understand who they are as humans, and who discover that such an exploration is possible in the discourses of myth. And that this thing called love in both language and myth is a shape-shifter trickster.

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Denise M. Marshall is Visiting Assistant Professor of English at the SUNY College at Oswego. She teaches American literature, women's studies, popular culture, cinema, and cultural studies, and has initiated LAC components in courses on criticism, mythology, women's studies, and cultural diversity. Her research and teaching combine interests in women in cinema, feminist theory, and postcolonial literature and theory. <marshall@oswego.edu>

*Interdependence, Interaction,
and Influence
(LAC in Communication 240:
Group Interaction and Discussion)*

JOHN KARES SMITH

In the spring, 1995 MLA Newsletter, Sander Gilman argues that language learning "provides an academic introduction to culture, both the 'target' culture and our own. It means becoming aware of the class and gender components of a culture, of a culture of manners and a culture of traditions as seen through the language one studies as well as through the language in which one studies" (Gilman 1995:3). Thus, to use another language is not merely to apply skills comparable to learning typing, the basics of contract bridge, or the intricacies of e-mail.

Implementing a Languages Across the Curriculum (LAC) program to the study of communication reflects the fact that students live in a multi-cultural world. While they may enroll in any number of courses as part of their education as college and university students, exposure to a language other than the one of the language community into which the student was born expresses the aims and objectives of State University of New York. Further, an LAC program introduces a flexible option for students of modern languages to enhance their use of language skills in courses that do not normally offer such language opportunities.

Communication is a friendly discipline, a sensitive, receptive place for applying an LAC model for several reasons. First of all, curricular revisions in the communication disciplines, "reflect the reality that institutions of higher learning must prepare an increasingly diverse student population for participation in an increasingly diverse society. . . . The transformed curriculum then mainstreams scholarship not usually represented in the traditional syllabus, and encourages students to see and to respect cultural . . . differences" (Capuzza 1993:172). Further, scholars argue that communication studies embraces

the root and substance of a unique disciplinary perspective that interprets the problem of community as a function of symbolic transactions that either facilitate understanding and constructive cooperation or promote discord and dysfunctional conflict. From this perspective the discipline of speech communication seeks to understand the modes of discourse, in a wide variety of contexts and types, that construct the meaning of our social, professional, and political experiences. It thus concerns itself with the pragmatics of everyday discourse — with the study of how we use verbal and nonverbal symbols to convey ideas and attitudes persuasively in order to manage differences of opinion on matters of import. . . . No other discipline concerns itself so essentially and centrally with investigating the strategies of influence in human discourse . . . (Ivie and Lucaites 1995).

Communication courses — especially communication skills courses — offer unique opportunities for enrichment and reinforcement of other learning because communication skills courses have no subject matter of their own. No one makes speeches about speech making; likewise, students don't conduct group discussions about the theories and dynamics of group communication. Thus, we have a unique opportunity of providing a content to what is essentially a skills course. The *context* is communication; the *content* can include anything. Thus, Frentz may be correct to argue that communication as a field of study, has no content, no subject matter, and neither a knowledge base nor a theoretical foundation. Nevertheless, he argues for the centrality of communication as an essential area of study on our campuses. Colleges, like other aspects of postmodern cultural life, have fragmented into specialized fields of knowledge which have lost contact, not only with each other, but with the broader meanings of the social world at large. But communication, according to Frentz, "with no permanent domicile of its own and armed only with the materials appropriated and elaborated upon from other 'substantive' fields of study, seems uniquely equipped to reconstruct from those fragments . . . the severed relationships among disciplines in particular and cultural life in general. [The most enduring gift is] to craft relationships out of estrangement, community out of alienation" (Frentz 1995:16).

A part of that "most enduring gift" is the study of influence. What could be more useful to that student than developing confidence and a high comfort level in the use of other languages? And there are very practical applications. "As the saying goes, if you want to buy something, any language will do, but if you want to sell something — be it

a consumer product or a political precept — you must learn the language of your customer" (Straight, Gaddis Rose, and Badger 1994:10).

There are other communication scholars expressing strong interests in the underpinnings and underlayments of the communication discipline (see especially Benson 1985; Blanchard and Christ 1993; Powers 1995; and Wartella 1994). And at the national level, the Speech Communication Association has developed "Essential Speaking and Listening Skills for College Graduates," although learning another language has not yet been considered "essential" (Speech Communication Association 1995:9).

Further, it is most appropriate to implement an LAC program at a public institution like SUNY-Oswego. According to Roderick Hart, it is no accident that the discipline of communication has flourished in public colleges and universities. Unlike the privates, he argues, public institutions "are for all comers. They do not cater exclusively to students of wealth and social privilege, students who bring to school the communicative artfulness endemic to a highly elite and affluent home environment. It is small wonder, then, that not all private colleges have seen the necessity of encouraging the study and teaching of communicative skills. In a sense, we in communication studies are a class-resistant people who believe profoundly in a communicatively pluralistic society. We are incipient revolutionaries . . ." (Hart 1985:164).

Small group communication classes are ideal for infusing modern language components (see Johnson and Iacobuzzi 1995; Morreale, Shockley-Zalabak, and Whitney 1993; Warnemunde 1986). Again, as Capuzza points out, a group communication class has been a staple of communication curricula for over fifty years; thus, this class, because it is almost always a lower-level course without prerequisites, affects large numbers of students, making it an appropriate vehicle to reflect global diversity (Capuzza 1993:173).

My Group Interaction and Discussion course involves the study of interdependence, interaction and influence. Through reading and experiences, my students learn the value of cooperating with each other, of the merits of interacting collaboratively in order to complete mutually-agreed upon tasks, and the shared benefits of mutual influence and respect. The course includes group dynamics, decision-making, problem-solving, and leadership. It provides students with the opportunity to recognize that the world is an interdependent global community, to develop sensitivity to cross-cultural differences, to develop an international awareness of the world around them, to develop standards of public discussion by applying appropriate criteria, and to develop group communication competence through the medium of addressing and confronting significant issues.

As part of their discussion preparation, LAC students are asked to use the Internet and the World-Wide Web, which provide excerpts from a number of popular non-English periodicals or newspapers as primary sources for their discussion projects, e.g., a major French newspaper like *Le Monde*, for which we would eventually provide comprehensive glosses and instructor-generated study guides.

Upon completing this course, students will have had the opportunity to develop seven communication competencies: [1] develop an understanding of how groups engage in an ongoing process of development; [2] realize leadership potentialities through awareness and practice of the many factors involved in leadership development; [3] productively confront and manage conflict; [4] apply and transfer group communication concepts to real-life situations; [5] recognize that understanding small group communication means understanding how other academic disciplines have contributed to our knowledge of how groups function in various contexts, especially language and culture; [6] increase their effectiveness as communicators in group contexts; [7] understand that the use of a foreign language is integrative as well as transformative of our understanding of group processes. The assignments designed to provide the development of those competencies include the following:

Project 1: Model Making: This assignment is designed to give students the opportunity to work with each other, to display their creativity, to develop their awareness and understanding of communication as a process. Each group develops, builds, and presents a model of group communication which reflects how communication is developing in each unique group. The model should reflect the students' concerns for both group tasks as well as group relationships. Moreover, this model should be helpful in terms of setting some kind of symbolic boundaries as to how students see themselves as group members⁴ for the remainder of the course. Each group constructs a model (window display, wall display, decoration, three-dimensional object, poster, and so forth) which displays how the group functions as a small group. All members of the group must be prepared to answer questions on the process of communication in the group while working on the project and to answer questions about the model and how it represents the communication process. This assignment teaches the student an understanding of how groups engage in an ongoing process of development, a realization of leadership potentialities through awareness and practice of the many factors involved in leadership development, an increase in their effectiveness as communicators in group contexts, and how to apply and transfer group communication concepts to real-life situations.

Project 2: Information Presentation: Requires the student to research a significant social problem and discuss the problem appropriately as a group. The group discussion topic must reflect a significant area of national and/or international interest. This assignment requires the student to undertake a significant amount of research. Because the problem to be discussed has to reflect a problem of national/international importance, the student has to consult a wide variety of sources, including sources written in other languages. For example, in addition to consulting such authoritative sources as the *New York Times* and the *Christian Science Monitor*, the student would also consult major international periodicals via the World-Wide Web.

In a limited sense, Project 2 seems to be the easiest of the group projects: the major task is to present information to the class. The group is not required to come to any conclusions or judgments about that information; it is more important to explore significant, serious issues and interests than it is to decide on a solution or implement a plan of action. The groups are reminded that topics must reflect a significant area of national or international interest. Thus, they are to do a significant amount of research, primarily in national and international sources. It is not enough to read a half-dozen pamphlets and interview a campus expert.

In addition to reinforcing the competencies from Project 1, this assignment provides the opportunity for developing productive means of confronting and managing conflict, for recognizing that understanding small group communication means understanding how other academic disciplines have contributed to our knowledge of how groups function in various contexts, especially language and culture, and an understanding that the use of another language is integrative as well as transformative of our understanding of group processes. This project thus helps develop skills in topic analysis, research, group organization, and effective presentation of materials relevant to the group's selected topic.

Project 3: Problem-Solving: Research and Present as a Group: For the class presentation, each group is to be seen "working through" a problem of global or international concern, and reaching a consensus or near-on a solution. That is, the problem will be mitigated during the class presentation, not during a "rehearsal" when the group meets in private. This assignment provides further reinforcement of the skill-building of the previous assignment. That is, like Project 2, this assignment provides more opportunities for developing productive means of confronting and managing conflict, for recognizing that understanding small group communication means understanding how

other academic disciplines have contributed to our knowledge of how groups function in various contexts, especially language and culture, and an understanding that the use of another language is integrative as well as transformative of our understanding of group processes. Again the subject for discussion must include written sources in another language. And, like Project 2, this assignment requires the student to undertake a significant amount of research; the student again has to consult a wide variety of sources, including sources written in other languages. In addition to consulting such authoritative sources as *The New York Times* and *The Christian Science Monitor*, the student would also consult major international publications via the World-Wide Web.

Project 4: Evaluation of an Out-of-Class, Non-Student Group: Each group selects an outside group to observe and presents their analysis of that observation to the entire class. The students are advised to observe a group which meets regularly and frequently, and to avoid observing an *ad hoc* group. They are to make it clear to the group that they are there for a specific educational purpose. Each individual member of the group must attend *two meetings* of the group they have selected to observe . . . once as a group, once alone or with some other group members. In their class presentation, each group is to present *General information about the group you have observed*, such as the name of the out-of-class group; background of the group; group history; number of participants; purpose of the meetings; why you selected to observe this group; number of observations your group has made. Secondly, each group is to include *specific information* such as: Was there an agenda established? What leadership styles emerged? How effective was the leadership? How cohesive was the group? What group norms were apparent? What kinds of communication networks were evidenced? Were conflict issues avoided? How did conflict issues emerge and get managed? What group maintenance behaviors were present? Finally, each group is to make *recommendations* based on their observations by referring to how the group could be improved: What data-gathering strategies did the group use? If the students were to role-play working as a consultant to improve and maximize the group's communication skills and strategies in the group they observed, what would they suggest?

To conclude, the major component of Communication 240: Group Interaction and Discussion is for students to form groups and learn the theories, concepts, and skills of group discussion and leadership by performing group activities such as forming problem-solving groups. Students enrolled in the LAC program would utilize a number of non-English primary texts such as newspaper articles, speeches, media

advertisements, government documents, television/radio productions in order to find appropriate primary sources for their discussion projects. It is useful to point out that a course in group interaction would emphasize developing receptive language skills, e.g., reading and listening, rather than expressive language skills, e.g., speaking and writing in that language. Thus, there is a great range of useful materials.

The use of an LAC model in communication training clearly develops significant communication knowledge and skill. First of all, students would develop communication competence because communication involves an act of integrating purposes, intentions, sources, receivers, motivations, and contexts that are native to the particular language used by the particular communicators (see Ryan 1994).

Secondly, like the study of communication, LAC recognizes the proper communicative role of language. Language is not a "meaning vessel". Rather, language is the primary medium which provides meaningful cues and clues. The meaning of any communicative act always resides in the minds of senders and receivers of messages. In similar fashion, Gill suggests that our world is "a world created by discourse, by human consensus that is a product of debate and of conversation". Rhetoric "... creates something new. . . . The end result of the sum of our conversations is consensus, ranging from strong to uneasy, about various things within various groups. The results of consensus are the metanarratives, the values, and the codes of our various cultures. These rhetorical agreements, by which we measure our lives and our actions, are that which keeps us from the dark abyss of relativity" (Gill 1994:247).

It is well to remember Hart's observation of the uniquely humanistic heritage of the communication discipline. He writes (1985:164):

the communication discipline must hearken to its humanistic heritage. After all, when a student takes a beginning course in communication, he or she is already asked to think in a fundamentally humanistic way. [That is,] at the very least to think about the full resources of language as well as to learn how to utter words. To think humanistically means to consider the cultural assumptions of would-be listeners and to take those assumptions into account when speaking to them. To think humanistically means to acknowledge that all ideas — even technological ones — are debatable ideas and that no idea has preeminence unless *people* grant it.

The study of communication, like the study of languages themselves, develops multi-cultural interpretative skills because such study trains senders and receivers to be sensitive to the myriad cultural differences

in the very fabric of the language used for communication. Implementing a Languages Across the Curriculum component in a group discussion class is but one small but very significant step in reinvigorating the humanistic heritage of our discipline, in helping to keep all of us from "the dark abyss of relativity."

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John Kares Smith is Professor of Communication Studies at State University of New York—Oswego, and a member of the Languages Across the Curriculum project at Oswego since its inception. His research and publications, most notably on political communication and social movements theory, and American reform movements, have been presented before national and international conferences of communication specialists. <smith@oswego.edu>

*One Hundred Years of Neglect:
The Silence of Language in History
(LAC in History 214 and 215:
Early and Modern Latin America)*

CARLOS PÉREZ

With the increasing globalization of the world in the late twentieth century, it is imperative that students learn to command another language besides English. As we flounder on the parochialism that has characterized the U.S., the global village is upon us. Internally, the rise of immigrant groups from Latin America, Asia, and Africa, as well as the traditional European immigrant pool, creates a multi-ethnic and multi-cultural U.S. that can contribute to a reconfiguration and reconstitution of U.S. identity. Externally, the North American Free Trade Agreement (NAFTA), the rise of the Pacific Rim and the historical relationship of the U.S. with Europe increase the necessity of knowing a "foreign" language in order to bring us into a more intimate relationship with the emerging twenty-first century world.

For good or evil, the U.S. has had a deep and lasting historic relationship with Latin America. Presently, the U.S. is undergoing tremendous transformations that the pundits and others have not been able to contextualize. Two contradictory tendencies, increasing globalization coupled with an increasing nativism, are struggling for the soul of the nation. As an antidote to the nativism and for an understanding of the U.S. relationship to the rest of the world, it is always refreshing to return to the Founding Fathers and their understanding of the new republic's role in the world. Thomas Jefferson not only recognized how important it was to have a knowledge of other nations, either through traveling or reading, but also the importance of languages for an informed U.S. citizenry to participate in the political process. In his letters to his nephews, Peter Carr and T. M. Randolph, Jr., Jefferson highly recommends the learning of French, Italian, and Spanish. Concerning Spanish, he writes (Jefferson 1944:430):¹

2. Spanish. Bestow great attention on this, and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America, will render that language a valuable acquisition. The ancient history of that part of America, too, is written in that language. I send you a dictionary.

As a professor of Latin American history, I also understand the importance of learning Spanish, Portuguese, or one of the indigenous languages in order to get behind the facile interpretations that bombard our students daily from TV, radio, and the newspaper. Many of these interpretations about Latin America are filled with stereotypes and horror stories. An image about Latin America and Latin Americans has already been created in their minds before they reach my courses. This image distorts a typical Anglo-Saxon's view on U.S. citizens of Latin American ancestry.

An antidote to the facile interpretations is an introduction to the student of what Latin Americans are saying not only about their own reality but also about the U.S. Since language structures reality, it is important to understand how the Spanish language has influenced Latin Americans' interpretation of reality. The nuances of the Latin American reality come through the writings of many important Latin Americans, such as Carlos Fuentes, Mario Vargas Llosa, Gabriel García Márquez, Elena Poniatowska, Rigoberta Menchú, Domitila Barrios de Chungara, and many others. There is an immense difference between reading *Don Quixote* in the original and in translation. One can understand the Spanish context for many of those popular Latin American *refranes* (popular sayings) spoken to this day in Latin America. The *refrán* "*Ojos que no ven, corazón que no siente*" (Eyes that do not see, heart that does not hurt) reveals in all its beauty a simple saying that Latin American mothers tell their sons before they go into the night or leave home. Having an understanding of the language enhances the "magic" of the magical realism contained in Latin American history.

That history begins with the pre-Columbian cultures and civilizations that are the basis of Latin American identity. A perennial theme in the works of many Latin American intellectuals is that of identity. The Quincentennial contributed to the debate around this central issue. Many inside and outside of Latin America conceive of these nations as only recently gestating from a dark abyss. The European conquerors baptized these old continents as a "New World" devoid of history. Seemingly unsettled and virgin in the eyes of the lusty and covetous conquerors, priests, merchants, miners, and colonists who followed

Columbus on that epic journey that began five hundred years ago, a journey that has a beginning but no end, the roots of the modern Latin American nations and peoples lie deep in the soil not only of the Americas but of Europe, Africa, and Asia.

If we begin with the idea of "New World", what do we discern but a perception of the Americas (Here I catch myself because the idea of America, even the word, is a concept foisted on the new lands by European cartographers) as experienced by the European conquerors. This world was "new" only to the European who baptized it as such so that he could better understand and grasp what appeared so wonderful and fantastic to him. The indigenous peoples living on the islands and mainland of this new world had developed all manner of societies, from hunting and gathering to the highest expression of civilizations, on the bright shores of lakes, the darkness of forests, and the clearest air of mountains.

Looking at the Americas from Alaska to Tierra del Fuego, even to the present day, we observe a multiplicity of indigenous societies and peoples that sprang from the initial crossing from Asia through the Bering strait over thirty thousand years ago. In the Amazons, we have the Yanomami, in the Southern Cone the Mapuche Nation, in the Andes the Quechua- and Aymara-speaking descendants of the Incas and those conquered by the Incas, in Mesoamerica the various Mayan- and Nahuatl-speaking peoples, all struggling to maintain their unique identities against the onslaught of five hundred years of colonial oppression and the penetration of capital in the increasing globalization of the late twentieth century.

We must also never forget that besides the Aztec, Mayan, and Incan civilizations there were other peoples and societies. Mexico, as well as the other Latin American nations, contains within its boundaries other indigenous peoples who we forget by glorifying a mythic Aztec, Mayan, or Incan past. In northern Mexico we have the Yaqui and Otomí; in South America the Guaraní and Chiriguano. What the Conquest did was transform this rich human mosaic into a homogeneous unified colonial term, "Indian". All were labeled "Indians" by those who tried to erase history, culture, identity, through this one magical term that was hoped would transform a multiplicity of tongues and customs into a homogeneous whole better to oppress and exploit. With this term, these peoples lost their individuality in the eyes of the descendants of the conquerors. We must remember that these indigenous societies are the human base of the subsequent societies and nations that would emerge from the ashes of conquest and colonization.

The student can discover this indigenous world through its narra-

tives and sayings by reading in Spanish or the original indigenous languages in a course on colonial Latin America. Recently, the work of James Lockhart and others has contributed to discerning the transformative phase of the development of Nahua social organization and culture in the post-conquest period (Anderson, Berdan, and Lockhart 1976; Karttunen and Lockhart 1987; Lockhart 1991; Lockhart, Berdan, and Anderson 1986). Although these works translate the original Nahuatl documents into English, an enterprising history professor can find these documents in Spanish or the original Nahuatl in order to incorporate them into a Language Across the Curriculum (LAC) course on the colonial period or pre-Columbian cultures and civilizations. The works by Miguel León-Portilla also provide a glimpse of the Nahuatl soul after the conquest (León-Portilla 1992a, 1992b). His collection of indigenous accounts of the Spanish conquest, *The broken spears: the Aztec account of the conquest of Mexico* (1992b), is an eloquent testimonial of the sadness experienced by the indigenous elites with the disintegration of the Aztec weltanschauung. These accounts can be found in Spanish and provide a unique basis for trying to understand a past civilization and culture.

Those Europeans, those conquerors, that came to these Americas should also not be perceived as a monolithic, homogenous unit, although in his role as conqueror he acquired this contour. The present-day breakup of various European nation states should be evidence of the ephemeral nature of the idea of the nation-state. Which European "nation" (for lack of a better term, since these "nations" were, and are, riddled with religious, class, and ethnic divisions) conquered and exploited the Americas is also important to take into consideration. Spain, receiving the lion's share of the Americas through the 1494 Treaty of Tordesillas which divided the world between Spain and Portugal, imprinted its language and culture on these newly-conquered lands and peoples. But, scratching the surface, we ask ourselves: "Which Spain?"² At the moment of the encounter with the New World, Spain (populated by Christians, Jews, and Moors, as well as defined by differing regional identities, Catalans, Basques, Castilians, and others) as "Spain" did not fully participate in the subsequent conquest and colonization of these new territories. It was the Castilian language that first imprinted itself on this "virgin New World". Quoting José Ortega y Gasset, the twentieth century Spanish philosopher (1921[1962]:69): "Castilla ha hecha a España, y Castilla la ha desecho" (Castile made Spain and Castile destroyed it). Castile and "Spain" became so intimately intertwined in the eyes of the conquered that the Castilian language became known as "Spanish" in the Americas.

In a very real sense, Castile also made Spanish America and de-

stroyed it. Looking at a map of the Americas, the names of towns and villages dotting the landscape of the modern Spanish American nations carry the names of older Spanish regions, cities, towns, and villages. (Going further back, we can perceive the Roman and Moorish influences of these towns.) Looking randomly at a map of Mexico, I see the name of Matamoros that recollects and contains the eight centuries of the Reconquest (711–1492) of the Iberian peninsula. Interspersed and juxtaposed with Spanish names are also the names of indigenous cities, towns, and villages. It was the joining of these two elements, the indigenous people and the Castilian Spaniard, that was the basis of the modern Spanish American nations. Similarly, in Brazil, it was the mixture of the Portuguese and the indigenous people that provided the basis of that nation as a new synthesis occurred in the tropics.

One of the saddest and most tragic episodes of this encounter began in Hispaniola (modern-day Haiti and Dominican Republic). In the years after 1492, the Arawaks that greeted Columbus were exterminated on the island in less than one hundred years. In a section on this encounter, one can incorporate Columbus's diary so that a student can have a deeper understanding of this important moment.³ The aftermath is succinctly summarized by Friar Bartolomé de las Casas in an account that will shock and horrify an undergraduate student because of the graphic nature of the description of the atrocities unleashed by the Spaniards on the defenseless Indian population (De las Casas 1992).⁴

With this holocaust, who was going to provide the labor so sorely needed if these lands were to be productive and bring forth their fruits and metals? The slave ships from the west coast of Africa soon began to arrive on the islands to provide that needed labor. Instead of submitting to a life of slavery, many committed suicide, but those who did arrive offered rebellion and resistance against this system of economic exploitation. As a means for understanding the African slave experience in Latin America there are many excellent Latin American films that can be used by an instructor.⁵ Two extremely powerful films are Tomás Gutiérrez Alea's *La Última Cena* (The Last Supper) and Carlos Diegues's *Quilombo*. The first film takes place at the end of the eighteenth century. A Cuban slave and plantation owner, under the guidance of Enlightenment ideas and the Haitian revolution as a subtext, invites twelve slaves to share a Passover supper with him. The interaction between the African slaves and the European master during the dinner exemplify the complexity of this interaction in the New World. It will provide a student with a window into that most difficult of U.S. subjects, race relations. *Quilombo* is also an important film

that deals with a community of slaves living and surviving in the Brazilian backlands. It was these Africans' descendants that would provide the human base for the subsequent development of many of the modern nations of the Caribbean and Brazil.

Primary documents are the heart of the historian's craft. Therefore, in order to introduce a budding historian into that craft it is imperative that they have a grasp of a foreign language in order to work with those documents of the area being studied. In the case of Latin America, the study of Spanish and Portuguese are essential so that an undergraduate student can begin to work with colonial or national period documents. Learning a foreign language is imperative in developing a young historian's tools by increasing her/his critical inquiry of the past. A professor can easily photocopy the documents s/he is working with, especially a document relevant to a theme that s/he wants to highlight in the course. Recently, working on my own research, I came upon a document concerning the attempted take-over of some Indian lands by a Bolivian *criollo* in the 1850s. There is a description of these lands by an inspector sent by the government to investigate the claims by the Indians that they possessed the lands since they were working them. This one document says volumes about the relationship between the *criollos* and Indians during the early republican life of the nation. Also, the student could read laws, speeches, or newspapers of the period to see how the historical actors understood their own reality.

Also, by reading Spanish or Portuguese, a student will have access to the important secondary sources utilized in Latin America, Spain, and Portugal. Many of the most fundamental texts for an understanding of Latin America have not been translated into English. Knowledge of Spanish or Portuguese would allow a student to read the newest scholarship emerging in Latin America so that there can be a cross-pollination of scholarship creating more fecund models for a deeper understanding. Also, the student will have access to journals that contain the writings of Latin Americans on their own nation's history. This will undoubtedly give them a different perspective on Latin American scholarship and an appreciation for Latin American scholars.

Novels are another important source for students in order for them to get an existential understanding which many times is not contained in dry documents or statistics. As Dr. E. Bradford Burns brilliantly writes (1994⁶):

Historians seldom give the novelists sufficient consideration as sources for a better understanding of the past. They have neglected the insights of those intellectuals even though the best

novels provide an invaluable perspective. The novelists portray poverty; the hopes, triumphs, and frustrations of people; and the inequities and contributions of institutions in ways that history books cannot — or do not. They delve into a people's social world, their adaptation and rebellion. They describe people's relations with each other, with their institutions, and with their environment. They bring to life all classes and groups of society with an imagination seldom found in texts. The novelists make extremely important observations about their own societies, transcending simple description and objective analysis to reveal feeling and emotion. On one level the novel reflects the writer's point of view ["world view"] on a topic. On another level, it is a document of, a mirror to, a period. Further and very importantly, the novels expose and sensitize their readers to Latin American viewpoints.

This exposure of undergraduate students to other viewpoints is especially important for a LAC course. The language will sensitize the students' perceptions about Latin America by opening up the richness and complexity of Latin American social reality, by delving into the unconscious recesses of the Latin American masses, as these recesses are captured by some of the most engaging intellectuals of the contemporary world. Not only do the novels provide an introduction to Latin America's ideological, political, societal, and economic reality, but they are also a mirror to our own reality as many take into consideration the relationship between Latin America and the U.S. Also, by utilizing the language, the student can be introduced to the Latin American essay, the quintessential cultural production, and expression, of the Latin American intellectual as s/he grapples with her/his own reality and identity.

The history of these Americas is one of bloodshed, struggle, and resistance to build a new world, to throw off the chains of the old, a struggle between the dominant institutions of economic exploitation and the subjugated peoples, the people without history. The Latin American elites have failed to recognize the richness and diversity of their respective nations as they seek to emulate and imitate U.S. and European modes of existence. It is the constant interplay of the indigenous, European, African, and Asian elements in the emerging new world that has created our respective identities as people within those respective nation-states. Although the nation-state has sought to obliterate this complexity, it continues to burgeon forth in ever variegated cultural forms even in the face of increasing globalization and trends

toward cultural homogeneity. This history can come alive for a student once s/he is immersed in the study of that history through the language it was forged in.

The average Anglo-Saxon college student can also begin to understand Latino culture and people in the United States by utilizing LAC in the history of Latinos in the U.S. courses. They can begin to understand that we, Latinos in the United States, come from a diverse and rich background, each with a history of its own. Many times we find our own past obliterated in the terms Latino, Hispanic, etc., that have been foisted on us as a means of political and census expediency. Latino students in our classes many times react against this effacement as all Spanish speakers are considered to be "Mexican" or "Cuban" or "Puerto Rican" depending on what area of the country one is in. Utilizing LAC, one can demonstrate to students the diversity of the various Spanish dialects spoken in the U.S. by the various Spanish speaking groups. Students will become aware not only of which elements are unique to each group, but also which elements are similar. An instructor can incorporate the bilingual writings of various Latino authors as well as the vibrant music being produced by Latinos in the U.S. to give students a deeper understanding of the resonance of tradition in modern cultural forms. Through this incorporation of cultural forms, the student can learn the unique rhythm of the language of the barrios which many times deviates from that standardized Spanish taught in the classroom. In this way, the student will have a concrete understanding of the language s/he might come in contact with if the student decides to become a teacher, social worker, or in another capacity, working with a Latino population.

Latinos' relationship to the dominant Anglo-Saxon institutions attempts to blur their distinctions by transforming the diversity and richness of Latin America into a homogeneous mass, in a democracy where numbers count. Here it is the power of numbers that determines the impact one has on the political institutions of this country. If Latinos emerge as a unified force in the foreseeable future, they must never forget the roots from whence they've sprung, the richness and diversity of their cultures and societies, and the one vital unifying element, the Spanish language, that allows them to retain that living link with their past, present, and future.

An understanding of Latin America, or any other part of the world, is not only important for the specialist but for any well-informed individual in the contemporary world. Whether a student is entering business, education, or any other discipline, the increasing globalization of the world in the twenty-first century puts an obligation on all of us to

learn about the other, not through stereotypes or objectifications, but through a true empathetic understanding of others living in the global village. All of the technology in the world will be of no avail if we shut ourselves up in a solipsistic universe, much like Leibnitz's monads. We will be like Plato's individual dwellers in the cave, mistaking the shadows for reality, as we watch our TV sets, with their flickering images of other nations and peoples, self-satisfied and smug about our own "superiority" as our own wishes and desires are reflected back to us from TV programs, pundits, newscasts. With all of the wealth that the U.S. holds in terms of its immigrant population, with its cultures, languages, and history, our nation will miss an opportunity if it does not take advantage of this resource to make us truly global citizens. As Gabriel García Márquez writes about Aureliano Buendía deciphering Melquíades parchments (1974:350-351):

[Aureliano] empezó a descifrar el instante que estaba viviendo, descifrándolo a media que lo vivía, profetizándose a sí mismo en el acto de descifrar la última página de los pergaminos, como si estuviera viendo en us espejo hablado. . . . Sin embargo, antes de llegar al verso final ya había comprendido que no saldría jamás de ese cuarto, pues estaba previsto que la ciudad de los espejos (o los espejismos) sería arrasada por el viento y desterrada de la memoria de los hombres en el instante en que Aureliano Babilonia acabara de descifrar los pergaminos, y que todo lo escrito en ellos era irrepitable desde siempre y para siempre, porque las estirpes condenadas a cien años de soledad no tenían una segunda oportunidad sobre la tierra.

([Aureliano] began to decipher the instant that he was living, deciphering it as he lived it, prophesying himself in the act of deciphering the last page of the parchments, as if he were looking into a speaking mirror. . . . Before reaching the final line, however, he had already understood that he would never leave that room, for it was foreseen that the city of mirrors (or mirages) would be wiped out by the wind and exiled from the memory of men at the precise moment when Aureliano Babilonia would finish deciphering the parchments, and that everything written on them was unrepeatable since time immemorial and forever more, because races condemned to one hundred years of solitude did not have a second opportunity on earth.⁷)

The U.S. may well end up like Aureliano, since when it gained an imperial hegemony after the Spanish American War in 1898, it failed to take advantage of the opportunities offered to it by this new configuration through dictating a monologue instead of maintaining a dialogue with Latin America. One hundred years after, a solitude still remains by the U.S. failure to truly understand that region of the world. As we enter the twenty-first century, one hundred years have passed and there might not be a second opportunity on earth.

NOTES

1. For other quotes on Jefferson's insistence on learning Spanish, see pages 376, 386, and 426.
2. On "Spanish" identity during this period see Castro 1985 and Castro 1954.
3. Columbus 1989 has Spanish and English on facing pages.
4. This account can easily be found in a Spanish edition.
5. For an early exploratory essay on the use of film in history courses, see Burns 1975. Latin American film directors have not only captured the African experience, but have treated all aspects of Latin American reality. The late Dr. Burns offered an extremely popular course at U.C.L.A. on Latin American social history through film where various aspects of Latin American reality, labor, the city, the Indian experience, etc., were treated as a means for students to intellectually, emotionally and visually understand that reality. Many back issues of the journal *Jump Cut* (1974 -) are devoted to Latin American film and directors.
6. This short essay contains a list of novels in English translation, along with a summary of each, that can be utilized in a course on Latin American history. It would not be very difficult to find these novels in the original Spanish or Portuguese.
7. Gabriel García Márquez, *One hundred years of solitude*, trans. Gregory Rabassa (New York: Harper & Row, 1970), p. 422.

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Carlos Pérez is Assistant Professor of History at the SUNY College at Oswego. He teaches both Latin American history of the colonial and national periods as well as the history of Mexico, Cuba, Puerto Rico, and Central America and the history of Latinos in the United States. His primary area of research is nineteenth century Bolivia. He conducted extensive research at the Bolivian National Archives from 1989 to 1990 as a Fulbright scholar, and he has published numerous essays on Latin American history and historians. <cperez@oswego.edu>

*The Business Capstone Course:
"To Change or Not to Change is
No Longer the Question!"
(LAC in Business 495:
Management Policy and Simulation)*

MARIA A. CORSO

We read continuously today about the changes occurring in the global marketplace. Companies are downsized and products are redesigned as the bottom line is monitored on a daily basis. Additionally, resource substitutions are made as we try to preserve the ecological balance of this planet for future generations to enjoy. New partnerships are evolving as technology allows us to do business with anyone, anywhere, anytime and the rules of business are continually modified to keep pace with it all. What must also change are the skills and knowledge base needed to be successful in this new marketplace.

It follows, then, that educational requirements and curriculum options must be modified to reflect these environmental variations and to prepare the new breed of workers who must compete in this evolving marketplace. "The challenge for educators is how to incorporate international education, including training in language and culture, into the college curriculum in a manner that is relevant and meaningful to the student" (Bass and Horswell 1995:1). Additionally, any implementation of new ideas must be cost effective or virtually costless to many educational institutions which are laboring under reduced budgets.

An article in the *Wall Street Journal* (Bennett 1989) described in detail the changing attributes of CEOs. Early contenders tended to have functional area degrees (usually in finance or accounting); they worked their way up the ladder through various divisional positions; their military backgrounds prepared them for their role of giving orders and expecting obedience; they had little or no experience in overseas work; and they were unfamiliar with, or nervous, about computers.

The article then identifies the executives who will occupy the CEO positions in the year 2000. Their undergraduate degrees will be in French Literature coupled with a joint M.B.A./Engineering degree. These future leaders will start in research but will be quickly identified for potential advancement; they will have had overseas experience, actually turning around a joint venture; he or she will speak Portuguese and French and will be on the equivalent of a first-name basis with ministers of commerce in various countries. The players will not necessarily be labeled as CEOs but as equal partners with a five person group in the Office of the Chief Executive.

The article continues with issues that businesses and academicians are now echoing in tandem. Domestic-only competition is being replaced by international competition. Technology has changed the face of competition forever — stores are open twenty-four hours a day; deliveries are made at any time; and consumers have free access to purchases at their convenience and from any vendor of their choice. The world of business is truly global in scope and corporate leaders are chosen based on their "multi-environmental, multi-country, multi-functional, multi-company and multi-industrial experience" (Bennett 1989).

But to recognize the necessity for change is simply the first step in actually making change. The next step is to develop the infrastructure that will make this all happen. Any new or revised curriculum needs to address:

- the growth of the international marketplace
- the need for skills in a language other than English
- an understanding of cultural differences
- decision-making in a collaborative or group mode
- reality-based education that enhances historical perspectives

In meeting the challenge of global fluctuations, the educational base must accommodate the progressive needs of the general public. In the late 80s, the capstone course in the School of Business, SUNY-Oswego, was modified to reflect the business needs of that era. A computer simulation was added to Business 495, Management Policy and Simulation, to allow students to simulate decision making in a corporate environment while observing and evaluating the ramifications of those decisions. In addition, the team concept was introduced whereby most of the workload, excluding the examinations, was completed by teams of three or four students. Extensive use of e-mail and an international paper completed the new requirements. These changes reflected the then-current expectations in business and provided students with the

hands-on experience businesses were looking for in their personnel recruitment.

But what about the expectations for the 1990s and beyond? A recent management textbook puts it this way: "If you are not thinking international, you are not thinking business management. If you think you are isolated from global influence, think again. Even if you will not budge from your hometown, your company may be purchased by the English, Japanese, or Germans tomorrow. People who work for Standard Oil, any of the Federated Department Stores, Pillsbury, Shell Oil, Chesebrough-Pond's, Carnation, Celanese, Firestone, or CBS Records are already working for foreign bosses. In addition, the Japanese alone can be expected to purchase about 200 small- and medium-size American companies each year while also hiring additional American workers in expanding U.S.-owned plants" (Daft 1994:78). The SUNY-Oswego Business faculty is again faced with new challenges. Firms are very aware of the need to integrate technology into their business plans and are acutely concerned with the planet's limited resources and corporate role in maintaining and preserving the natural order of things. In addition, cultural diversity and foreign language exploration must be an important supplement to traditional classroom learning. Thus, Business 495 is undergoing yet another enhancement aimed at minimizing cost while maximizing the return. Currently, classroom assignments are being redesigned to deal with the ecological accountability and to introduce technology across the course. As the next step, the School of Business, continuing to use the team-based approach, has partnered with the Language Department to create a classroom experience which incorporated the cultural diversity prevalent in the global marketplace. This innovative approach will also support professional development. The first phase of this "project in progress" is Languages Across the Curriculum (LAC) and then Language and International Trade.

Languages Across the Curriculum

Business 495, Management Policy and Simulation, is required of all Business majors. The course brings together what the student has learned in four years of academic work in both general studies and the major discipline. As a result of the LAC partnership, a language component worth an extra credit hour was introduced to the class as a pilot project in the Spring 1996 semester. It provides students with an opportunity to work with a faculty member in Spanish to increase their

working knowledge and use of this foreign language in a professional business context. Technology (E-mail, Internet, and World Wide Web) are used to enhance the classroom experience as well as readings and discussions. Students gain additional expertise with the language when they e-mail assignments and converse with the faculty member in the second language. Students can also be introduced to penpals at another university with whom they correspond in the second language. This interdisciplinary approach to the course is critical in providing students with the tools, techniques and confidence to stay afloat in this new global structure.

In summary, the additional hour includes:

The text, *Exito comercial: Prácticas Administrativas y Contextos Culturales*, by Doyle, Fryer, and Cere (1991; Holt, Rinehart, & Winston Publishers). The text has a variety of cases, all written in Spanish, including the business words and phrases the business professional will encounter in the real world.

The faculty member and students meet once a week for an hour. One case is pre-read and discussed in class all in Spanish. The faculty member is advised to ask additional questions beyond the case, and to include a mini quiz at the end of each session, also in Spanish.

The faculty member continues the dialogue regarding the case topic through e-mail correspondence in Spanish.

As further refinement to this project, pen pals from Spanish universities can be assigned to the students in this project to work on assignments.

Additionally, the students participating in this language component can make brief oral presentations to the larger class of Business 495 students so that all students could be exposed to some vocabulary and colloquial expressions used in the Spanish language and benefit from their classmates' cross-cultural explorations.

The additional hour developed in this model follows the principle of "Learning by Doing: Don't dissect the frog, build it" shift in instructional design (Negroponte 1994). It is not enough to continue to review and respond to historical cases of corporate scenarios. The book used in this language component is new and the cases reflect the current status in problem scenarios. Problem solving takes place and the students defend their chosen solutions using the business terminology in the Spanish language. This simulation is "as good as it can get" within the traditional classroom structure.

The faculty member in the pilot project was paid a stipend to design the classroom exercises. Full-time students incurred no cost for the additional hour of registration.

Student Perspective

From the student's perspective, LAC participation provides an additional credit hour for the extra work involved. Students work closely with the language faculty member in using the language and reading and discussing material around business issues. Students access e-mail, Internet, and WWW resources in Spanish to further support the language. All of these exercises develop a comfort level within the student encompassing the language and the business issues. This is an opportunity for selected students (specific criteria for selection included at least intermediate-level language skills in addition to registration in the Business 495 class) to participate in a pilot program which is a typical LAC model for multidisciplinary course development. An added benefit is the inclusion of these activities on the students' resumes which should enhance their chances in the global job market.

Faculty Perspective

From the faculty member's perspective, this new initiative provides an opportunity for the language and business faculty to collaborate on an important and needed classroom experience. The language faculty member researches and selects material in the Spanish language which closely follow the topic areas for the students enrolled in the business class; thus, the faculty member becomes acquainted with an entirely different discipline. The language faculty member reinforces the language and the discipline components by the weekly meetings and conversations with the students. This is an innovative way of providing faculty with a bridge to other areas on campus upon which other partnerships can be developed.

Academic Perspective

The University as a whole benefits any time courses are brought up-to-date and the campus is portrayed as progressive and adaptable to the changing world around them. After all, the "product" from any university is the student — someone who must find a job and fit into the current society. The university also benefits when courses are no longer taught in isolation, but rather as a collaboration among various departments and disciplines. The foundations of business, including accounting, marketing, human resources, for example, are important to

all students, whether they will work in profit or not-for-profit organizations, or become entrepreneurs. Thus, the interdisciplinary approach, facilitated by technology, and the awareness of the world around us, are necessary today in order to ensure that faculty who teach and students who learn are best positioned to do well in a challenging, dynamic, global environment.

Conclusion

The 21st century is approaching quickly. The world economy has been impacted by the advances in technology and the sophistication of global communication systems. "Trends indicate that the United States population is becoming more ethnically and racially diverse" (Branch, Brigham, Chang, and Stout 1991). The people of the world are linked in ways not yet identified or exploited. With this interdependence of societies, variations in culture, and joint ventures developed among corporations, it follows that educators must also play a role in these events. "Because faculty members bear the prime responsibility for the quality of their students' education" (Wagener and Lazerson 1995), they must develop, support and deliver the classroom opportunities necessary to allow students to live, learn, and prosper in the new world order.

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Maria A. Corso is Director of the Business Administration Student Advisement Center and Lecturer in the School of Business at the SUNY College at Oswego. Her areas of interest include Management Information Systems and Strategic Planning. She is a doctoral student in Instructional Design, Development, and Evaluation at Syracuse University. <corso@oswego.edu>